



SCAFFOLDING

English for Junior High School Students

Joko Priyana
Riandi
Anita P Mumpuni

Grade
IX



PUSAT PERBUKUAN
Departemen Pendidikan Nasional

Grade IX

SCAFFOLDING

English for
Junior High School Students



SCAFFOLDING

English for Junior High School Students

Joko Priyana
Riandi
Anita P Mumpuni

Grade

IX



PUSAT PERBUKUAN
Departemen Pendidikan Nasional

Hak Cipta pada Departemen Pendidikan Nasional
Dilindungi oleh Undang-Undang

SCAFFOLDING

English for Junior High School Students Grade IX

Disusun oleh

Joko Priyana

Riandi

Anita P Mumpuni

Editor

Suharso

420.07

PRI

s

PRIYANA, Joko

Scaffolding : english for Junior High School Students Grade IX/

Joko Priyana, Riandi, Anita P Mumpuni ; editor Suharso. --

Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

vi, 225 hlm. : illus. ; 29 Cm.

Bibliografi : hlm. 205-206

Indeks

ISBN 979-462-961-8

1. Bahasa Inggris -Studi dan Pengajaran I. Judul

II. Riandi III. Mumpuni, Anita P IV. Suharso

Diterbitkan oleh Pusat Perbukuan Departemen Pendidikan Nasional

Tahun 2008

Diperbanyak oleh ...

KATA SAMBUTAN

Puji syukur kami panjatkan ke hadirat Allah SWT, berkat rahmat dan karunia-Nya, Pemerintah, dalam hal ini, Departemen Pendidikan Nasional, pada tahun 2008, telah membeli hak cipta buku teks pelajaran ini dari penulis/penerbit untuk disebarluaskan kepada masyarakat melalui situs internet (*website*) Jaringan Pendidikan Nasional.

Buku teks pelajaran ini telah dinilai oleh Badan Standar Nasional Pendidikan dan telah ditetapkan sebagai buku teks pelajaran yang memenuhi syarat kelayakan untuk digunakan dalam proses pembelajaran melalui Peraturan Menteri Pendidikan Nasional Nomor 34 Tahun 2008.

Kami menyampaikan penghargaan yang setinggi-tingginya kepada para penulis/penerbit yang telah berkenan mengalihkan hak cipta karyanya kepada Departemen Pendidikan Nasional untuk digunakan secara luas oleh para siswa dan guru di seluruh Indonesia.

Buku-buku teks pelajaran yang telah dialihkan hak ciptanya kepada Departemen Pendidikan Nasional ini, dapat diunduh (*down load*), digandakan, dicetak, dialihmediakan, atau difotokopi oleh masyarakat. Namun, untuk penggandaan yang bersifat komersial harga penjualannya harus memenuhi ketentuan yang ditetapkan oleh Pemerintah. Diharapkan bahwa buku teks pelajaran ini akan lebih mudah diakses sehingga siswa dan guru di seluruh Indonesia maupun sekolah Indonesia yang berada di luar negeri dapat memanfaatkan sumber belajar ini.

Kami berharap, semua pihak dapat mendukung kebijakan ini. Kepada para siswa kami ucapkan selamat belajar dan manfaatkanlah buku ini sebaik-baiknya. Kami menyadari bahwa buku ini masih perlu ditingkatkan mutunya. Oleh karena itu, saran dan kritik sangat kami harapkan.

Jakarta, Juli 2008

Kepala Pusat Perbukuan

KATA PENGANTAR

Puji syukur kami panjatkan kepada Tuhan Yang Maha Esa yang telah melimpahkan petunjuk, kesehatan, ketabahan, dan kesabaran kepada kami sehingga penulisan buku *Scaffolding: English for Junior High School Students (Grade IX)* ini terselesaikan.

Buku ini disusun dengan tujuan menyediakan bahan ajar mata pelajaran bahasa Inggris untuk kelas IX dengan acuan Standar Isi mata pelajaran bahasa Inggris tahun 2006. Bahan ajar ini dirancang untuk pemakaian secara nasional dan oleh karenanya guru di seluruh Indonesia dapat menggunakannya langsung di dalam kelas atau dengan melakukan adaptasi seperlunya menyesuaikan KTSP masing-masing.

Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip Pendekatan Komunikatif untuk mengembangkan kompetensi siswa dalam keempat keterampilan berbahasa, yaitu menyimak, berbicara, membaca, dan menulis. Selain itu materi dan tugas pembelajaran secara integratif mengembangkan kecakapan hidup dalam arti luas dan peningkatan kesadaran akan kebhinnekaan.

Materi dan tugas-tugas pembelajaran dalam buku ini diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Sementara siklus lisan menekankan pengembangan keterampilan menyimak dan berbicara, siklus tulis mengembangkan keterampilan membaca dan menulis. Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa, kedua siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi. Baik siklus lisan maupun siklus tulis tersusun atas empat macam kegiatan pembelajaran, yaitu pembuka, pajakan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa target secara terbimbing maupun bebas. Selain itu, untuk keperluan pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa pekerjaan rumah dan evaluasi. Untuk memberi kesempatan kepada peserta didik mengevaluasi dirinya secara mandiri, disediakan format evaluasi diri.

Materi dan kegiatan pembelajaran dalam buku ini lebih dikembangkan untuk mendorong terjadinya *learning* pada diri siswa. Kegiatan-kegiatan belajar dikembangkan untuk menjadikan siswa secara individu, berpasangan, dan kelompok kecil secara aktif belajar bahasa Inggris melalui kegiatan memahami dan menggunakan bahasa Inggris untuk mengekspresikan gagasan dan perasaan secara alami. Guru lebih bertindak sebagai fasilitator, pemberi *feedback*, dan pendorong

siswa agar berani mengekspresikan dirinya dengan tidak mengabaikan pentingnya akurasi berbahasa. Dengan kegiatan-kegiatan pembelajaran dan peran guru yang demikian, siswa terbimbing dan memperoleh fasilitasi dalam berlatih mengekspresikan dirinya sehingga secara bertahap akhirnya mampu berkomunikasi dengan baik.

Sehubungan dengan terselesaikannya penulisan buku ini kami mengucapkan terima kasih kepada berbagai pihak yang telah memberikan dukungannya selama proses penyusunannya. Secara khusus kami mengucapkan terima kasih dan penghargaan yang setinggi-tingginya kepada istri, anak, ayah, ibu, saudara-saudara, dan kekasih kami yang telah dengan sabar menyemangati langkah demi langkah dalam penulisan buku ini. Mohon maaf atas hari-hari libur dan akhir-akhir pekan yang tidak bisa kita lewatkan bersama dan terima kasih atas pengertiannya.

Kami menyadari bahwa buku ini masih memiliki kekurangan-kekurangan. Masukan dari berbagai pihak, terutama guru dan siswa pemakai bahan ajar ini, untuk perbaikan sangat kami harapkan. Semoga bahan ajar ini memberikan manfaat bagi pembelajaran bahasa Inggris di tanah air.

Penulis

TABLE OF CONTENTS

Kata Sambutan	iii
Kata Pengantar	iv
Table of Contents	vi
Key to Pronunciation	viii
List of Abbreviations	x
Unit 1 FOODS	1
Asking for Certainty	
Responding to Uncertainty	
Functional Text: Procedure	
Unit 2 COMPUTERS AND MOBILE PHONES	21
Asking for Repetition	
Expressing Gratitude	
Functional Text: Procedure	
Unit 3 RECYCLING THINGS	41
Admiring Something or Somebody	
Functional Text: Procedure	
Unit 4 ENDANGERED ANIMALS	61
Showing Attention	
Functional Text: Report	
Unit 5 NATURAL DISASTERS	81
Expressing Doubts	
Responding to Doubts	
Functional Text: Report	
Review Semester 1	101
Unit 6 INFORMATION TECHNOLOGY	109
Attracting Someone's Attention	
Telling Interesting News	
Functional Text: Report	
Unit 7 HONESTY	131
Telling Interesting News	
Offering Something	
Functional Text: Narrative	

Unit 8	FRIENDSHIP	153
	Inviting Someone	
	Accepting Invitations and Refusing Invitations	
	Functional Text: Narrative	
Unit 9	HISTORY	175
	Responding to News Given	
	Functional Text: Narrative	
Review Semester 2	.....	197
Bibliography	.....	205
Picture Sources	.....	207
Appendices	.....	209
Listening Scripts	.....	209
Answer Key	.....	220
Teacher's Scripts	.....	221
Glossary	.....	223
Subject Index	.....	225

KEY TO PRONUNCIATION

Vowels

Phonetics symbols	Example	Pronunciation
i	see	[si]
ɪ	any	[ˈeni]
e	ten	[ten]
ʌ	hat	[hʌt]
ɑ	arm	[ɑrm]
ɒ	got	[gɒt]
ɔ	saw	[sɔ]
ʊ	put	[pʊt]
u	too	[tu]
ʊ	cup	[kʌp]
ʊ	fur	[fʊ]
ʊ	ago	[ˈgʊ]
eɪ	pay	[peɪ]
aɪ	five	[faɪv]
hʊ	home	[hʊm]
aʊ	now	[naʊ]
ɪn	join	[dʒɪn]
ɪn	near	[nɪ]
eɪ	hair	[heɪ]
ʊ	pure	[ˈpjʊ]

Consonants

Phonetics symbols	Example	Pronunciation
p	pen	[pen]
b	bad	[bʌd]
t	tea	[ti]
d	did	[dɪd]
k	cat	[kʌt]
g	got	[gɒt]
tʃ	chin	[tʃɪn]
dʒ	june	[dʒuːn]
f	fall	[fɔ]
v	van	[vʌn]
θ	thin	[θɪn]

D	then	[Den]
s	so	[s«U]
z	zoo	[zu#]
ʃ	she	[ʃi#]
v	vision	[ˈvIZn]
h	how	[haU]
m	man	[mQn]
n	no	[n«U]
s	sing	[sIN]
l	leg	[leg]
r	red	[red]
j	yes	[jes]
w	wet	[wet]

LIST OF ABBREVIATION

kb: kata benda

kki: kata kerja intransitif

kkt: kata kerja transitif

ks: kata sifat

kk: kata keterangan

FOOD

In your everyday life you sometimes feel uncertain about something. When that happens, what do you say? Do you know how to express uncertainty well?

Do you like cooking? When you cook something new you might use a recipe to help you cook it. Do you know how to follow recipes well? Do you know how to write your own recipe? You can learn all those and more in this unit.



A. Lead-in



Task 1

In pairs, study the picture and answer the questions below.



Picture 1.1

1. What food is that?
2. Have you ever tried it? If so, how does it taste?
3. Which flavour do you like?
4. Do you know how to make it?



Task 2

Match the measuring tools below with their names. Then, discuss with your classmates when you usually use each of the measuring tools and which one that you use most.



Picture 1.2

cup

tablespoon

Picture 1.3



Picture 1.4

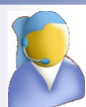
teaspoon

pinch



Picture 1.5

B. Lesson Proper



Focus on Listening and Speaking



Task 3

In groups of four, find the meanings of the words below. Then, listen to the dialogue between Ketut Tantri and Laila. After that, answer the questions. The listening script is in the Appendix.

equipment [i'kwɪpmənt] kb	: ...
ingredient [ɪn'ɡriɪdiənt] kb	: ...
lid [lɪd] kb	: ...
mixture ['mɪkstʃə] kb	: ...
mix [mɪks] kkt	: ...
pour [pɔː] kkt	: ...
roll [rɔːl] kkt	: ...
seal [siːl] kkt	: ...
shake [ʃeɪk] kkt	: ...
tape [teɪp] kb	: ...
vanilla extract [və'nɪlə ˈɛkstrɔːkt] kb	: ...
whipped cream [wɪpt kriːm] kb	: ...
wrap [rəp] kkt	: ...



Picture 1.6 Ice cream

Questions

1. What are Ketut Tantri and Laila talking about?
2. Who knows how to make ice cream?
3. Is Ketut Tantri serious that she can make some ice cream?
4. Laila says the word REALLY? What does it mean?
5. In the dialogue Ketut Tantri says the word ABSOLUTELY. What does it mean?



Task 4

In pairs, complete the sentences using the suitable words from the box.

ingredients	shake
tools	wrap
mix	roll
add	seal

1. Milk, sugar, whipped cream, vanilla extract, and salt are the ... to make ice cream.
2. We need to ... the lid with a tape.
3. We should ... the can like a wheel.
4. ... a cup of salt to the ice, to make the temperature low.
5. ... together the ingredients.
6. The ... that we need to make ice cream include cans, ice, salt, and a cloth or glove.
7. ... the large can with a cloth.
8. ... the can to mix the salt and ice.



Task 5

In small groups, study the following explanation.

In the dialogue between Laila and Ketut Tantri you find the following expressions:

- Yes, of course.
- Really?
- Absolutely.
- Are you sure?

The expressions above are used to ask for certainty and respond to uncertainty.

Asking for certainty	Responding to uncertainty
○ Really?	○ Yes, sure.
○ Are you sure?	○ Of course.
○ Is that right?	○ Absolutely.
○ Are you certain?	○ Certainly.
○ Are you certain about?	○ I'm very certain.



Task 6

Complete the following dialogues using the suitable expressions.

1. Asep : Do you know how to make tomato juice?
Sanusi : Yes I do.
Asep :
Sanusi : Yes, of course!
2. Danias : Is this the right step to make candy?
Ketut Tantri : Yes, that's right.
Danias : Really?
Ketut Tantri :
3. Putri : Would this fried rice be delicious?
Adi : Of course.
Putri :
Adi : Yes.
4. Panji : Are you sure that a pinch of salt is enough?
Danias :
5. Bayu : We don't need to add sugar.
Saly :
Bayu : I'm very certain, Sal.



Task 7

In pairs, have dialogues in the following situations.

1. Your mom asks you if you're really OK helping her cook dinner instead of watching movies with your classmate.
2. You're not sure if the instruction of the recipe that your classmate gave you is correct. You want to make sure that the cooking time is right. Then your classmate says that he is very sure that the cooking time is correct.
3. Your partner is not sure if your group can win the competition.



F U N S P A C E

Variety is the spice of life.

Doing a lot of different things makes life more interesting.



Task 8

Listen to the following monologue and complete the recipe below.
The listening script is in the Appendix.

LEMONADE

Ingredients:

6 ...

1 cup of ...

8 cups of iced water

1 cup of boiling water

Directions:

1. ... juice from lemons into a bowl. Set lemon rinds aside.
2. ... lemon juice into a large pitcher.
3. ... sugar and ice water; ... until sugar is dissolved. Set aside.
4. Place lemon rinds in a bowl and add boiling water. Let stand until water is cold.
5. ... the rinds, add water to pitcher and stir well. Refrigerate until well chilled.

Taken: www.cdktichen.com



Task 9

Read the recipe that you have completed above. Then, in pairs find the meaning of the following words. Match each word with its Indonesian equivalent on the right.

1. lemonade
2. lemon
3. iced water
4. pitcher
5. lemon rind

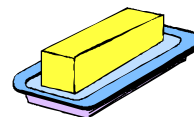
- a. teko
- b. buah lemon
- c. kulit lemon
- d. air es
- e. limun



F U N S P A C E

Why did the man throw the butter out the window?

Answer: Because he wants to see the butterfly



**Task 10**

Based on the monologue above, decide whether the following statements are true or false. Correct the false statements.

Statements	True	False	Corrections
1. The recipe shows how to make a lemon.			
2. You need 1 cup of boiling water.			
3. You can throw away the lemonade rinds after you squish its juice out.			
4. The boiling water is used to soak the lemon juice.			
5. You need four types of ingredients to make some lemonade.			

**F U N S P A C E**

What can't be used until it's broken?

Answer: Eggs

**Task 11**

In pairs, study the following explanation.

Some words are spelt and pronounced similarly except for one letter and one sound.

Here are some examples:

can [kʌn] and fan [fʌn]

lid [lɪd] and kid [kɪd]

milk [mɪlk] and silk [sɪlk]

mix [mɪks] and fix [fɪks]

Every pair of words above is a minimal pair.

Mad and sad form a minimal pair because they have the same sounds and spellings except for one sound and letter.

**Task 12**

Match the minimal pairs for the words below. Compare your answers with a classmate's.

1. fall
2. cold
3. map
4. mouse
5. pot
6. rat
7. rock
8. run



- a. ball
- b. sun
- c. house
- d. mold
- e. cat
- f. cap
- g. hot
- h. mock

**Task 13**

Study the dialogue and decide whether each statement is true (T) or false (F). Then, act the dialogue out with your partner.

Sanusi : Do you know how to make roast corn?

Angelina : Yes, I think I do know how to make it.

Sanusi : Really? Would you show me how?

Angelina : Of course. To make roast corn you will need some ears of sweet corn, 5 or more table spoons of margarine, 2 cloves of garlic, a pinch of salt and you could add some chillies if you want them to taste hot.

Sanusi : Are you sure that's all the ingredients we need?

Angelina : Certainly.

Sanusi : Then what do we need to do?

Angelina : First, you have to peel the corn skin. Second, you have to grind the garlic, salt, and chilli (if desired). Third, you have to mix the margarine with the ground garlic mixture. Fourth, brush the corn with the margarine mixture and roast on a grill until a bit burned. Fifth, brush the corn with the margarine mixture again and roast until cooked. Serve hot or warm.

Sanusi : That's not too hard to do. Thanks Angelina.

Angelina : Anytime.



Picture 1.7 Corn

	True	False
1. Sanusi wants Angelina to show him how to make popcorn.		
2. Angelina is certain that you only need five ingredients to make roast corn.		

- | | | |
|--|--|--|
| 3. The first step in making roast corn is to peel the corn skin. | | |
| 4. It is best to serve the corn when it is cold. | | |
| 5. We have to add chilli. | | |



Task 14

Interview three of your classmates. Ask them if they are sure they can make the foods below.



Picture 1.8 Fried rice



Picture 1.9 Omelette



Picture 1.10 Orange juice

Example:

- | | |
|----------------|---------------------------------------|
| I Wayan Legawa | : Do you know how to make fried rice? |
| Ida | : Of course. |
| I Wayan Legawa | : Really? |
| Ida | : Certainly, it is easy. |
| I Wayan Legawa | : I don't think I can make some. |
| Ida | : I'm sure you can do it. |



Task 15

In pairs, make dialogues based on the following situations.

1. You made some cookies and your classmate say they are delicious. You want to know if your classmate is serious or honest.
2. Your classmate asked if the ice cream that he made tasted good. You want to comfort him and tell him that it tastes fine.
3. Your classmate is in doubt of her ability. You want to assure and support her.



Task 16

Study the following recipe. Then, answer the questions. Compare your answers with a classmate's.

Pineapple Stew

Ingredients:

- | | |
|-----------------------------|-----------------------|
| 1 pineapple cut into dice | 2 sticks of cinnamons |
| 3 glasses of water | 10 clovers |
| 1 glass of granulated sugar | |

Directions:

Boil water until boiled. Then add sugar, cinnamon, and clovers. Bring it to boil and add the pineapples. Wait until you can smell the pineapple. Remove from heat and serve cold.

Adapted from: www.virgina.multiply.com

Questions

1. What does the recipe show you how to make?
2. What are the ingredients?
3. How much sugar do you need?
4. When do you have to stop boiling the pineapple?
5. How should you serve the pineapple stew?



Task 17

Compare the written and spoken forms of the recipe below. Identify the differences between those two forms of recipe.

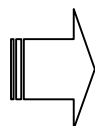
Pineapple Stew

Ingredients:

- 1 pineapple cut into dice
- 3 glasses of water
- 1 glass of granulated sugar
- 2 sticks of cinnamons
- 10 clovers

Directions:

1. Boil water until boiled.
2. Add sugar, cinnamon, and clovers. Bring it to boil and add the pineapples.
3. Wait until you can smell the pineapple.
4. Remove from heat and serve cold.



To make some pineapple stew you will need 1 pineapple cut into dice, 3 glasses of water, 1 glass of granulated sugar, 2 sticks of cinnamons, and 10 whole clovers.

The first thing that you need to do is boil the water and bring it to boil. Then, you have to the add sugar, cinnamon, and clovers. Once it is boiled, add the pineapples. After that you need to wait until you can smell the pineapple aroma. Finally, remove from heat and serve cold.



Task 18

Read aloud the following recipe as if you are a chef on a TV show. Then, take turns asking and answering the questions with your classmate sitting next to you.

SEKOTENG

Ingredients:

- 1 large ginger
- granulated sugar as desired
- 100 g peanut, fried and get rid of its inner skin.
- 100 g green bean, boiled
- 3 slices of bread, slice into dices
- 100 g pomegranate seeds, boil until soft

Instructions:

Ginger water:

1. Peel and slice the ginger.
2. Boil it in a litre of water.
3. Add some granulated sugar and $\frac{1}{2}$ piece of palm sugar.
4. Strain once it's boiled.

Serving:

1. Pour some boiled ginger water into a small bowl.
2. Add 1tbs of pomegranate seed, green bean and peanut.
3. Add some bread on top.

Adapted from: www.myonlinerecipe.com

Questions to ask:

You : What did you learn from the recipe?

Your friend : _____

You : Is the recipe clear for you?

Your friend : _____

You : Do you think you can cook the food yourself?

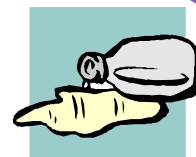
Your friend : _____

You : Are you sure about it?

Your friend : _____



F U N S P A C E



It's no use crying over spilt milk.

Don't express regret for something that has happened and cannot be remedied.



Focus on Reading and Writing



Task 19

Read the instruction on how to make cookies and find the meanings of the following words based on the context. Then, answer the questions.

bake [belk] (kkt)	: ...
baking powder [ˈbelkɪn ˈpaʊdər] (kb)	: ...
batter [ˈbætər] (kb)	: ...
beat [bi:t] (kkt)	: ...
combine [kəmˈbaɪn] (kkt)	: ...
drop [drɒp] (kkt)	: ...
floured [ˈflaʊərd] (ks)	: ...
greased [ɡriːsd] (ks)	: ...
stir [stɜː] (kkt)	: ...
vanilla extract [vəˈnɪlə ˈekstrəkt] (kb)	: ...
wire rack [ˈwaɪər ˈræk] (kb)	: ...



Picture 1.11



Picture 1.12

VANILLA DROPS COOKIES (Makes 4 dozen)

Ingredients:

1 ½ cups all purpose flour	2 eggs
¼ teaspoons baking powder	1 cup sugar
¼ teaspoons vanilla extract	



Picture 1.13 Cookies

Directions:

1. Combine flour and baking powder, set aside.
2. Beat eggs, sugar, and vanilla extract in a mixing bowl until light-coloured.
3. Stir in the flour and baking powder mixture.
4. Drop the batter by teaspoonfuls about 2 inches apart onto a greased and floured baking sheet. Set aside in a room temperature for 6 hours.
5. Bake at 350°F for 6 minutes.
6. Remove from baking sheet to a wire rack to cool.

Adapted from: Landdoll, America's Best Vol. I A Collection of Savory Recipes

Questions

1. What does the recipe tell you?
2. What do you need to make vanilla drops cookies?
3. How many steps are there to make vanilla drops cookies?
4. How long do you need to bake the cookies?
5. How long do you need to leave them in room temperature?
6. How many cookies will you get with the above recipe?



Task 20

Complete the sentences with the suitable words.

combine

sugar

eggs

greased

batter

1. You add ... to make the cookie sweet.
2. You need two ... to make vanilla drops cookies.
3. ... is the synonym of mix.
4. ... is a thick mixture of flour, eggs, milk etc used for making cakes or cookies.
5. ... baking sheet avoid the cookies from getting burned.



Task 21

In pairs, study the following explanation.

In giving instructions we usually use words that tell us actions. Here are some sentences using those words:

Combine flour and baking powder.

Beat eggs, sugar, and vanilla extract in a mixing bowl until light-coloured.

Stir in the flour and baking powder mixture.

Drop the batter by teaspoonfuls.

Bake at 350°F for 6 minutes.

Remove from baking sheet to a wire rack to cool.

The words in *italic* are called action verbs.

An action verb describes or shows an action.



Task 22

Write sentences to describe each action below. Look at the example.

Example:



Someone whisks the eggs.

Picture 1.14

1.



Picture 1.15

2.



Picture 1.16

3.



Picture 1.17



Task 23

Read the recipe on how to make candy and answer the questions. Compare your answers with some classmates'.

Homemade Candy

Ingredients:

powdered sugar	1 c. water
1 c. granulated sugar	1 c. light corn syrup
1/2 tsp. peppermint oil or other flavour	

Direction:

- Step One : Sprinkle a thick coat of powdered sugar on a cookie sheet.
- Step Two : Combine the granulated sugar, light corn syrup and water in a heavy saucepan.
- Step Three : Cook over medium-high heat until the hard-crack stage. (When the candy caramel cracks, then dip into cold water).
- Step Four : Remove from heat.
- Step Five : Add the peppermint oil or other flavour. Stir well.
- Step Six : Pour onto the cookie sheet.
- Step Seven : Sprinkle with more powdered sugar.
- Step Eight : Cut with a knife as soon as cool enough to handle.

Adapted from: http://www.ehow.com/how_8520_make-peppermint-candy.htm

How to make or do something

Things needed to achieve the goal

Steps needed to be taken

Questions

1. What do you learn from the recipe?
2. What do you need to make it?
3. How many steps are there to make candy?
4. How long do you have to cook?
5. What is the flavour of the candy that you can make?
6. When can you cut the candy?



Picture 1.18 Lollipop



Task 24

Complete the following puzzle.

1. C _ _ _ _
2. C _ _ _ _ _ S _ _ _ _
3. S _ _ _ _ _ _ _
4. S _ _ _ _ _ _ _
5. G _ _ _ _ _ _ _ _ S _ _ _ _
6. C _ _ _ _ _ _ _ _

1. A long thin break in something.
2. A flat metal tray for baking cookies in an oven.
3. A cooking pot with a lid and a handle.
4. To scatter small drops of liquid or powdery substance.
5. Normal white sugar.
6. Syrup made from cornstarch.



Task 25

Study the following explanation in small groups of three.

Procedures tell how to do something. This includes instructions on how to do something (to play games, carry out tasks, make recipes, show direction to get to a place, etc.).

Instructions and recipes consist of three parts. They are:

1. What is going to be made or done (goal or aim), e.g.: making homemade candy.
2. Things needed to achieve the goal (ingredients, materials, equipment), e.g.: water, powdered sugar, corn syrup, etc.
3. The way how to achieve the goal (steps or instruction), e.g.: sprinkle thick coat of powdered sugar.

The common grammatical patterns of a procedure include:

- the use of commands (i.e. the imperative form of the verb), e.g. 'put', 'don't mix'; etc.
- the use of action verbs, e.g. 'turn', 'pick up', 'don't run'; etc.
- the use of precise vocabulary, e.g. 'whisk', 'lukewarm'; etc.
- the use of connectives to sequence the actions in time, e.g. 'then', 'while'; etc.

**Task 26**

Write a recipe to make instant noodle. You can look at Tasks 16, 18, 19, or 23 as models.

**Task 27**

Write an instruction to make or cook your favourite food. Be sure to follow the parts of instruction and recipe that you have learnt. Then, present it to your class.

**C. Homework****Task 28**

Write what you would say in the following situations.

1. Your friend says she is willing to help you buy groceries in the market. You want to know if she really means it since the market is far.
2. You and your brother are frying some chicken. Your brother says that the chicken is cooked. However, you are uncertain about it.
3. Your friend asks you to help him bake a special cake for his mother's birthday. You want to ask if he is serious about it since you have no idea how to make a cake.

**Task 29**

Read the following recipe and answer the questions.

KUNYIT ASAM**Description:**

This traditional beverage has the function of reducing body odour, refreshing, smoothing, and slimming our body.

Ingredients:

1 kg turmeric
1 kg palm sugar
250 g black tamarind
salt as much as needed
3 l of water



Picture 1.19 Turmeric

Directions:

Peel turmeric and wash it. Then, slice it. Use a grinder or blender to grind the sliced turmeric. Pour the ground turmeric into a deep pan and add the rest of the ingredients. Bring it to boil. Stir it occasionally. Once it is boiled strain the mixture. Let it cool off and serve it with some ice cubes.

Taken from: www.virgina.multiply.com

Questions

1. What does the text tell you?
2. What are the ingredients?
3. What are the steps to make it?
4. What is the Indonesian equivalent of the word STRAIN?
5. How do you serve the drink?



Task 30

Find two recipes of traditional foods from another region. Present them to the class and convince your classmates that you are sure that the food is delicious.



Task 31

Watch a cooking show on TV and write down the recipe and the steps to make the food.



D. Evaluation



Task 32

Choose one of the situations below and have a dialogue based on them.

Situations:

1. Your friend is uncertain if she can finish cooking before dinner starts. You want to assure her that she can finish cooking just in time for dinner.
2. You ask your mother if she is sure that the avocado is ripe enough to be juiced. And your mother says that she is very sure.
3. Your friend offers you to eat some fried grasshoppers. You are unsure if grasshoppers are edible or not. You ask your friend about it. And your friend tells you that he is very certain that it is eatable.



Task 33

Read the following instructions and choose the correct answer for every question below.

MIXED ICE (ES CAMPUR) (1 serving)

Ingredients:

½ of avocado

3 tbs. of condensed milk

1 can of coconut water and coconut shavings

some ice cubes

How to make it:

1. Cut the avocado into small pieces.
2. Put ice cubes into the glass.
3. Fill ½ of the glass with some coconut water and coconut shavings.
4. Add the sliced avocado.
5. Add the condensed milk on the top of avocado.
6. MIXED ICE is ready to be served.

Taken from: www.azcentral.com/12news/recipes/articles/indonesiandrino41607-CR.html

1. The text tells you
 - a. about avocado
 - b. how to mix ice
 - c. how to make Mixed Ice
 - d. how to eat Mixed Ice
2. You need the following things to make Mixed Ice, EXCEPT
 - a. avocado
 - b. ice cubes
 - c. condensed milk
 - d. sugar
3. How much coconut water and coconut shavings do you need?
 - a. 1 glass.
 - b. ½ glass.
 - c. ½ can.
 - d. ¼ glass.

4. How many servings can you get from the recipe?
 - a. one.
 - b. two.
 - c. three.
 - d. four.

5. You need 3 tbs. of condensed milk. The underlined word is the abbreviation of
 - a. spoon
 - b. teaspoon
 - c. tablespoon
 - d. cup



Task 34

Write a recipe of a unique food that you know. Then, answer the following questions.

1. What does the recipe tell you?
2. What do you need to make it?
3. What are the steps to make it?
4. How long do you need to cook it?
5. Why do you think the recipe is unique?



E. Reflection

How much do you learn from this unit? Put a tick (•) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking if someone is sure about something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saying that you are sure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



F. Summary

In this unit you learn:

1. How to ask for and respond to certainty

Asking for certainty	Responding to uncertainty
Really?	Yes, sure.
Are you sure?	Of course.
Is that right?	Absolutely.
Are you certain?	Certainly.
Are you certain about ...	I'm very certain.

2. Action verbs

An action verb is a word that describes an action.

Examples:

Combine flour and baking powder.

Beat eggs, sugar, and vanilla extract in a mixing bowl until light-coloured.

Stir in the flour and baking powder mixture.

3. Procedural text

Instructions and recipes consist of three parts. They are:

- What is going to be made or done (goal or aim), e.g. making homemade candy.
- Things needed to achieve the goal (ingredients, materials, equipment), e.g. water, powdered sugar, corn syrup, etc.
- The way how to achieve the goal (steps or instruction), e.g. sprinkle thick coat of powdered sugar.



G. Vocabulary List

add [Qd] kkt	: tambahkan
bake [belk] kkt	: panggang
baking powder [ˈbelkɪn ˈpaʊdər] kb	: soda kue
batter [ˈbætər] kb	: adonan
beat [bi:t] kkt	: kocok
can [kən] kb	: kaleng
chilli [ˈtʃɪli] kb	: cabe
combine [kəmˈbaɪn] kkt	: campur
cookie sheet [ˈkʊki ʃi:t] kb	: alas/lembaran kue
corn syrup [kɔːn ˈsɪrəp] kb	: sirup jagung
corn [kɔːn] kb	: jagung
crack [kræk] kkt	: retak/pecah
cup [kʌp] kb	: cangkir
drop [drɒp] kkt	: teteskan
equipment [ɪˈkwɪpmənt] kb	: peralatan
floured [ˈflaʊəd] ks	: tertaburi tepung
garlic [ˈgɑːlɪk] kb	: bawang putih
granulated sugar [ˈgrænʒuleɪtɪd ˈʃʊɡə(r)] kb	: gula pasir
greased [ɡriːst] ks	: terlumasi
ingredient [ɪnˈɡriːdiənt] kb	: bahan-bahan
lid [lɪd] kb	: tutup
margarine [ˈmɑːdʒɪˈriːn] kb	: margarin
mix [mɪks] kkt	: campur
mixture [ˈmɪkstʃər] kb	: campuran
pinch [pɪnʃ] kb	: jumput
pour [pɔː] kkt	: tuang
roll [rɔːl] kkt	: gulung
salt [sɔːlt] kb	: garam
saucepan [ˈsɔːspən] kb	: panci berpegangan
seal [si:l] kkt	: tutup/segel

COMPUTERS AND MOBILE PHONES

In communicating with others, sometimes you cannot hear clearly what they are saying. You request them to repeat what they are saying. Do you know how to do it very well?

If someone has helped you or done something for you, you have to express your gratitude. Do you know how to thank him/her appropriately?

Do you usually read the manual before using your computers or your mobile phones? The manual may contain a procedure text in it. In this unit, you will be exposed to procedures related to computers and mobile phones. Besides reading the procedures, you will have the chance to write your own procedures which interest you most through challenging guided as well as free tasks.



A. Lead-in



Task 1

Name every electronic appliance below.



Picture 2.1



Picture 2.2



Picture 2.3



Picture 2.4



Task 2

Answer the following questions based on your knowledge. Work in pairs.

1. Do you know how to operate the appliances above?
2. Which appliances have you operated?
3. Which appliances do you frequently use?
4. Which appliance do you find most difficult to use?
5. Will you ask for someone's help if you find some difficulties to operate some?



B. Lesson Proper



Focus on Listening and Speaking



Task 3

Discuss the meaning of the words below with your partner. Then, listen to the dialogue between Fredy and Sanusi and rearrange the jumbled steps. The listening script is in the Appendix.

Situation: Fredy and Sanusi are talking about the instruction on how to turn the computer on and off.

power supply [paʊə sɪˈplai] kb	: ...
CPU (central processing unit) [siː piː juː] kb	: ...
monitor [ˈmɒnɪtə] kb	: ...
click [kliːk] kkt	: ...



Picture 2.5

How to turn on a computer

1. Turn the monitor on.
2. Turn the power supply on.
3. Turn the computer on.

How to turn off a computer

1. Click Turn Off.
2. Turn the monitor then the power supply off.
3. Click start menu.
4. Click Turn Off again.

**Task 4**

Study the following expressions.

In the dialogue between Fredy and Sanusi you find the expressions I DIDN'T CATCH THE THIRD STEP. CAN YOU REPEAT IT?

The expression above is used to ask for repetition.

There are many other expressions you can use to ask for repetition, for example:

Asking for Repetition	
In formal situations	In informal situations
<p>I'm sorry, would you mind repeating that word again, please?</p> <p>I'm sorry; could I ask you to repeat that word, please?</p> <p>Pardon?</p>	<p>I'm sorry?</p> <p>What did you say?</p> <p>What was that again?</p> <p>I'm sorry I didn't catch what you said.</p>

**Task 5**

Listen to some short dialogues and then write down expressions of asking for repetitions you find in each dialogue. The listening script is in the Appendix.

	Expressions to ask for repetition
1. Dialogue 1	
2. Dialogue 2	
3. Dialogue 3	
4. Dialogue 4	
5. Dialogue 5	

**F U N S P A C E**

What letter is always trying to find reason?

Answer: Y

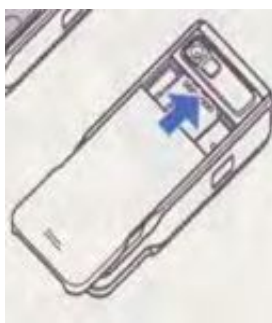


Task 6

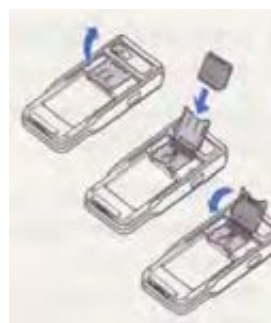
Listen to the monologue on how to activate a mobile phone with Multimedia Card (MMC). Then, decide the correct order by numbering the following pictures. The first one has been done for you. The listening script is in the Appendix.



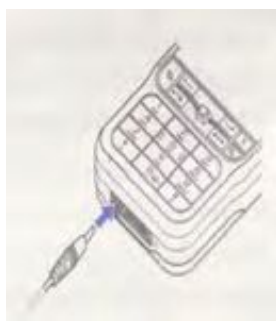
Picture 2.6



Picture 2.7



Picture 2.8



Picture 2.9



Picture 2.10



Picture 2.11



Task 7

Answer the following questions based on the monologue in Task 6.

1. What does the instruction show you?
2. What should be ensured before opening the phone cover?
3. How do you insert the SIM card and the MMC?
4. What do you do before turning on the mobile phone?
5. When do you turn the mobile phone on?



Task 8

In pairs, study the following dialogue and then answer the questions to check your comprehension. After that, act it out with your partner.

Situation: Asep wants to install a PC game. He calls Andi to help him install the game. When he calls Andi, he finds some steps not clear enough to be heard.

Andi : Hello.
Asep : May I speak to Andi?
Andi : Speaking.
Asep : Hi, Andi. It's me, Asep.
Andi : Oh, hi. What's up?
Asep : I've got the CDs for Need for Speed Underground 2. I need your help. I don't know how to install it. Could you help me?
Andi : Sure. Have you turned on your computer?
Asep : Yes. I'm ready with my computer.
Andi : Now, insert CD1 and wait for the AUTOPLAY.
Asep : Okay, it's the AUTOPLAY. What's next?
Andi : Click the Install bar on the top of the menu and then insert the Serial Number of your product.
Asep : Where can I find the SERIAL NUMBER?
Andi : It's on the bottom of our CD case.
Asep : I'm sorry. I can't hear you clearly. Can you say that again?
Andi : It's on the cover, on the bottom of your CD case.
Asep : OK. It's done.
Andi : Then, click INSTALL. Replace CD1 by CD2 if the installation requires to.
Asep : OK. It's finished.
Andi : Don't forget to copy CRACK FILES from CD1 to C:\Program Files\EA Games\NFS Underground2\. Once you're done, you're ready to play.
Asep : OK. It's all done. Thank you very much.
Andi : Anytime, dude.
Asep : Bye.

Questions

1. What does Asep ask Andi to do?
2. How many CDs are required to install NFS Underground 2?
3. How many steps do you find in the dialogue? Make a list of them.
4. What does Asep say when he does not hear clearly?
5. How does Asep thank Andi for helping him install the game? What does he say?

**Task 9**

In pairs, study the following expressions.

In the dialogue between Asep and Andi, you find an expression of gratitude. Asep says **THANK YOU VERY MUCH** to thank Andi for helping him install the game, and Andi replies it by saying **ANYTIME**.

There are many other expressions you can use to thank and to respond to thanks, for example:

Thanking	Responding to thanks
Thanks.	You're welcome.
Thanks for....	My pleasure.
Thank you very/so much.	Any time.
Thanks a million.	No trouble at all.
I really appreciate it.	Not at all.

**Task 10**

Complete the dialogues using the suitable expressions. Look at the example.

Example:

Elizabeth : Will you show me how to open an email account?

Sanusi : Sure.

Elizabeth : Thanks a lot.

Sanusi : Don't mention it.



Picture 2.12

- Edo : Ida, how do you send a short message?

Ida : It's very easy. Just go to the main menu, and then select "Message". After that select "Write New"/"Write Message" and then write your message. When you've finished writing your message, press "Send" or "OK" or "Yes". And then go to phonebook and select the number you wanted to send it to.

Edo : Wow, that's easy. Thanks.

Ida :

2. Fredy : I'm sorry. What did you say?
Laila : I said you should retype the password.
Fredy : Oh, OK.
Laila :
3. Angelina : I'm sorry I didn't catch what you said.
Hereka : Oh, I'll repeat.
Angelina : Thanks.
Hereka :
4. Asep : What was that again?
Huri : You missed the fourth step.
Asep : Really? Thanks, I didn't know.
Huri :
5. Ajeng : Could you repeat the last step?
Apis : OK.
Ajeng :
Apis :



Task 11

Your teacher will give you two pictures of electronic appliances. In pairs, have short dialogues based on the pictures you have got. Your dialogues should include any procedures of using or operating the appliances as well as expressions you have learned. You may follow the following guideline.

1. Greeting
2. Asking for help
3. Explaining the procedure on how to use the appliances
4. Missing some steps
5. Thanking



Task 12

Based on the dialogues you have in Task 11, report orally the procedures you have got from your partner to the class. You may write the important points of the procedure.

The steps on how to

The first step is

The second step is

The third step is

And so on



Focus on Reading and Writing



Task 13

In groups of four, answer the following questions based on your knowledge.

1. Have you got a PC?
2. Do you know the parts of a computer?
3. What do you know about CD-ROM?
4. What will happen if a PC has no CD-ROM?
5. Do you know how to install a CD-ROM into your PC?



Task 14

Read the following procedure on how to install a CD-ROM. Then, find the Indonesian equivalents of the words in the box. Then, answer the questions to check your comprehension.

How to Install CD-ROM

1. Turn off your computer and unplug power cord from power outlet.
2. Carefully remove the computer cover.
3. Set the Master/Slave jumper on the rear panel of drive. (To get best results, we strongly suggest that you connect your device to the Secondary IDE port as the MASTER device.)
4. Connect the IDE cable to the drive.
5. Connect the 4-pole power cable to the drive.
6. Connect the audio cable (if applicable).
7. Carefully slide the drive into the empty bay and mount it. Then replace the computer cover.
8. Plug your computer back to power outlet and then turn the power on.

Taken from: Lite-On CD-ROM

Words	Indonesian Equivalents
empty [ˈempti] ks	...
port [pɔ:t] kb	...
rear [ˈriə] ks	...
slide [slaid] kkt	...
unplug [ˈnplʌg] kkt	...

Questions

- The text above shows us how to
 - unpack CD-ROM
 - install the CD-ROM
 - uninstall CD-ROM
 - remove CD-ROM from our computer
- What is the purpose of the text?
 - To explain how to install CD-ROM.
 - To tell the readers how to connect computers using CD-ROM.
 - To discuss the influence of CD-ROM on the computer work.
 - To measure the effectiveness of computer working with CD-ROM installed.
- What should be done first before installing the CD-ROM?
 - Remove the computer cover.
 - Unplug all other devices first.
 - Turn off the computer and unplug the power cable.
 - Turn the computer on before installing CD-ROM.
- What does the writer strongly recommend in order to get the best result of the CD-ROM installation?
 - That we remove the computer cover first.
 - That the computer should be turned off before installing CD-ROM.
 - That the CD-ROM is set as Master device in the Secondary IDE.
 - That CD-ROM is set as Master device in Primary IDE.
- We have to connect the CD-ROM to the following types of cable EXCEPT
 - power cable
 - audio cable
 - IDE cable
 - monitor cable

6. What part of the CD-ROM should be set if you want to apply CD-ROM as Master or Slave?
- Motherboard slot.
 - IDE slot.
 - Cable power.
 - Master/Slave Jumper.
7. "Connect the audio cable (if applicable)."
- The sentence implies
- You may not turn the computer on before connecting the cable
 - Your CD-ROM may not work properly if you do not connect the cable
 - It is not necessary to connect the cable if it is not valid
 - Reinstall the CD-ROM if you have not connected the cable
8. "Connect the IDE cable to the drive."
- The word drive in the sentence refers to
- CD-ROM
 - jumper
 - motherboard
 - computer
9. "Carefully slide the drive into the empty bay and mount it."
- The word bay in the sentence is similar in meaning to
- jumper
 - cable
 - button
 - compartment
10. Plug your computer back to power outlet and then turn the power on.
- The word outlet in the sentence is similar in meaning to
- button
 - channel
 - cable
 - port



F U N S P A C E
What's got a wave but no sea?

Answer: My hair



Task 15

In pairs, study the following rule.

In the text in Task 14, you find the following sentence:

“Turn off your computer and unplug from power outlet.”

The word and in the sentence is called a conjunction. It connects phrases or parts of sentences.

There are five conjunctions in English. They are:

1. And: used to connect words of the same part of speech, phrases, or clauses.
2. But: used before you say something that is different from or opposite what you have just said.
3. Or: used between two possibilities, or before the last in a series of possibilities.
4. So: used when you are explaining that something makes something else happen.
5. Nor: used to show that two facts, qualities, actions, etc. are both not true.



Task 16

Do you know how to send an SMS? In pairs, write the procedure on how to send an SMS and then read it out in small groups. Use conjunctions that you have learned.










Sending an SMS

Steps to do:



Task 17

Put the instruction on how to install a printer in the correct order. Then, answer the questions. Work in pairs.

-  Connect the paper support and plug in the printer.
-  Press the POWER button to turn on the printer.
-  Put in the ink cartridges.
-  Connect the printer and computer with a USB cable, and then insert the printer software CD into the CD-ROM drive.
-  Remove the ink cartridges from their bags.
-  Press the MAINTENANCE button.
-  Follow the instruction to install the printer software.
-  Finally, click EXIT to exit the installation. Your printer is ready to use.
-  Remove the container from the box. Remove all tape and packing materials from the printer.

Taken from: Epson C.45 Software Installation

The correct order to install printer



















Questions

1. What is the first step in installing the printer?
2. Where do you install the ink cartridges?
3. What do you do before connecting the printer with your computer?
4. When do you install the printer software?
5. What is the final step in installing a printer to your computer?



Task 18

Study the following explanation.


The words in bold in the questions in Task 17 above are words to ask about inclusion of details. Here is a list of words to ask about inclusion of details: what, where, when, how, how long, and how much. They are used to ask for detailed information of something.



Task 19

Make groups of four. Your teacher will give one of you the instructions on how to print files. Then, the one will tell the instructions. The others could ask for detailed information about it.

Printing a File

1. Turn the printer on.
2. Open the file that you want to print.
3. Click "File". And then click "print".
4. Check if the printer's name is the same as the one you  is not the same, then search for the name of the printer that you are going to use by clicking on the small triangle or arrow beside it.
5. Click "pages" and then type the pages that you want to print.
6. Select the number of copies that you want to print by clicking on the arrows beside it.
7. Click "OK" or "Print".

Picture 2.13

REPORT SHEET	
Name	:
Student number	:
Inclusion of Details	Detailed Information

**Task 20**

Make groups of four. Your teacher will give you a set of pictures. Each picture contains a step to install Avira Antivirus. Rearrange the pictures into a good manual and then write the manual based on the pictures. The pictures are in the Appendix.

**C. Homework****Task 21**

Ask whether your parents or your neighbours have manuals of computers or mobile phones. Find two of them and then report them to the class. You may use the following form to make your report more organized.

REPORT SHEET	
Name	:
Student number	:
What is to do	Steps

**Task 22**

Complete the dialogues with the suitable expressions.

- Putri : Laila, where have you been? I've been waiting for you an hour now.
 Laila : ... I forgot that we're supposed to meet at one o'clock.
 Putri : What? How could you forget? I've reminded you.
 Laila : I'm very sorry Putri. I won't do that again. Please forgive me.
 Putri : ... But, don't make me wait for you again.
 Laila : Thank you. I won't do that. I promise.

2. Sanusi : I'm sorry, I missed the last step.
 Edo : Sure. The last step is "press the CPU button, the monitor button, and the power supply button off."
 Sanusi : You're saying it too fast.
 Edo : I'm sorry. I'll repeat more slowly this time. "Press the CPU button, the monitor button, and then, the power supply button off."
 Sanusi :
 Edo : You're welcome.



Task 23 In pairs, perform short dialogues based on the following situations.

1. Your friend teaches you how to insert a film into the camera. You miss the third step.
2. Your sister shows you how to open an email account but you can't follow her instructions.
3. Your brother shows you how to set TV channels. You miss some steps.
4. Your father teaches you the technique to ride a motorcycle. You forget what to do after starting the motorcycle.
5. Your sister teaches you how to type in a computer. You do not understand.



D. Evaluation



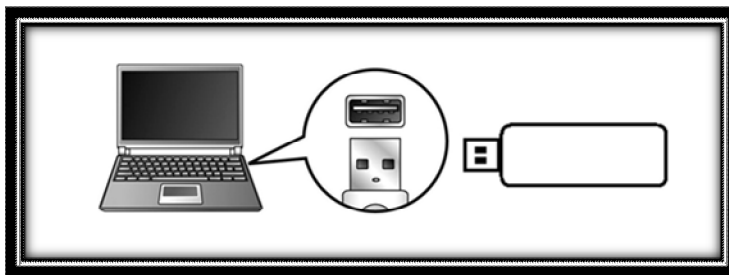
Task 24 Choose the correct answer to complete each dialogue below.

1. Ketut Tantri :
 Putri : Sure, I'll repeat that.
 a. Yes. Thanks.
 b. Do you have the time?
 c. You're welcome.
 d. Could you repeat that?
2. Wayan Legawa :
 Asep : I said that we should open an email account.
 a. Really?
 b. What was that again?
 c. Never mind.
 d. Is that so?



3. Laila : Thank you for helping me open an email account.
Fredy : ...
a. Really?
b. I doubt it.
c. Don't mention it.
d. Sure?
4. Sanusi : ... for showing me how to download files from the internet.
Adi : Any time.
a. Don't you know
b. Thank you
c. I'm still confused
d. Do you want to
5. Danias: I'm sorry. I can't help you.
Saly : ...
a. That's OK.
b. Really?
c. Thanks.
d. I doubt it.

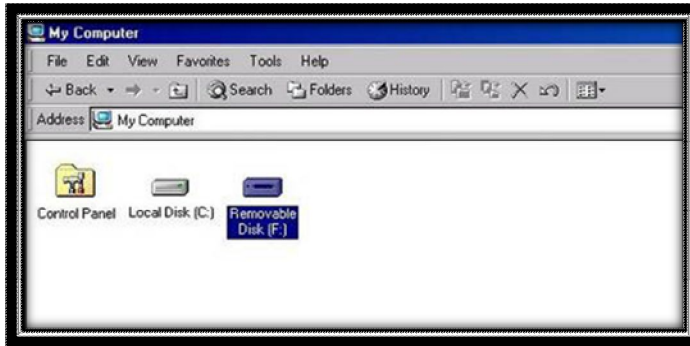
Connecting JetFlash™ (flash disk) to a Computer

1. Plug the JetFlash™ directly into an available USB port on your desktop or notebook computer.



Picture 2.14



2. When the JetFlash™ is successfully connected to a computer, the JetFlash™'s LED will light up. A Removable Disk drive* with a newly assigned drive letter indicating the JetFlash™ will appear in the My Computer window. In addition, a Removable Hardware icon  and an icon QuickMenu  (provided you setup JetFlash™ elite) will appear in the Windows System Tray.





Picture 2.15

3. After the JetFlash™ is connected to the computer, you can start transferring data to the JetFlash™. Just drag and drop files or folders directly onto the Removable Disk icon that represents the JetFlash™.

Taken from: JetFlash™ manual

6. What does the text tell us about?
 - a. The steps to install the JetFlash™.
 - b. The steps to uninstall the JetFlash™.
 - c. The steps to install QuickMenu of the JetFlash™.
 - d. The steps to copy files and folders to the JetFlash™.
7. Where do we plug the flash disk?
 - a. Into the IDE port.
 - b. Into the power slot.
 - c. Into the USB port.
 - d. Into the power outlet.
8. What indicates that the JetFlash™ is successfully connected to your computer?
 - a. The JetFlash™'s LED will light up.
 - b. The computer is restarted automatically.
 - c. The computer is removing the data to the JetFlash™.
 - d. The Auto Log In of the JetFlash™ is running.
9. "In addition, a Removable Hardware icon  and an icon QuickMenu  (provided you setup JetFlash™ elite) will appear in the Windows System Tray." The sentence implies ...
 - a. If the icons do not appear, you must reinstall the JetFlash™ elite.

- b. If the icons do not appear, you must check your hardware configuration.
- c. In some computers with different operating systems, the icons may not appear.
- d. You must install the icons so that the icons may appear in the Windows System Tray.

10. "In addition, a Removable Hardware icon  and an icon QuickMenu  (provided you setup JetFlash™ elite) will appear in the Windows System Tray." The word icon in the sentence is similar in meaning to

- a. port
- b. symbol
- c. cable
- d. drive



F U N S P A C E

Shy Shelly says she shall sew sheets.



E. Reflection

How much do you learn from this unit? Put a tick (•) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for repetition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing gratitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



F. Summary

In this unit you learn:

1. How to ask for repetition, for example:

I'm sorry?
I'm sorry I didn't catch what you said.
Could/ would you repeat that, please?
I'm sorry. What did you say?
What was that again?

2. How to express gratitude, for example:

To express gratitude, you can say:

- I do appreciate it.
- Thank you very/so much.

To respond to gratitude, you can say:

- You're welcome
- My pleasure

3. Manuals on computers and mobile phones

There are two main parts of procedure texts. They are what is going to do (the goal) and steps to do.

4. Conjunctions

- and
- but
- or
- so
- nor

What, where, when, how,
how long, how much



G. Vocabulary List

appliance [ˈplaiəns] kb	: alat-alat
bay [beɪ] kb	: ruang
container [kənˈteɪnər] kb	: tempat/ wadah sesuatu
cord [kɔːd] kb	: kabel
device [dɪˈvaɪs] kb	: alat, perlengkapan
gratitude [ˈgrætɪtʃʊd] kb	: terima kasih
install [ɪnˈstɔːl] kkt	: memasang
light up [ˈlaɪt ʌp] kki	: menyala
message [ˈmesɪdʒ] kb	: pesan
operate [ˈɒpəreɪt] kkt	: mengoperasikan
outlet [ˈaʊtlɪt] kb	: stopkontak
plug [plʌɡ] kkt	: colokkan
rear [rɪər] ks	: bagian belakang
software [ˈsɒftweər] kb	: perangkat lunak

RECYCLING THINGS

When you see something great or somebody doing something amazing you sometimes spontaneously express your admiration. Do you know how to express it?

In your daily life do you often read instructions on how to do something or recipes? Do you know how to read and write instructions on your own? Learn these and more in this unit.



A. Lead-in



Task 1

Name the following items. You may work in pairs.

1.



Picture 3.1

...

4.



...

Picture 3.2

2.



...

5.



...

Picture 3.4

3.



...

6.



...

Picture 3.6

Picture 3.5



Task 2

Study the following phenomena and then in groups of four answer the questions.



Picture 3.7 Garbage



Picture 3.8 Garbage

© Grand J. Pictures

1. Why do you think there is so much garbage or rubbish around us?
2. Where does the garbage come from?
3. Do you think we can reduce the quantity of garbage thrown away? How?



B. Lesson Proper



Focus on Speaking and Listening



Task 3

In pairs, recall the meanings of the words below. Then, listen to the dialogue between Asep and Adi on making a piggy bank and decide whether the statements are TRUE or FALSE. Correct the false statements. The listening script is in the Appendix.

bead [biəd] kb	: ...
button [ˈbʌtən] kb	: ...
cutter [ˈkʌtə] kb	: ...
fabric [ˈfæbrɪk] kb	: ...
glue [gluː] kb	: ...
paint [peɪnt] kb	: ...
plastic bottle [ˈplæstɪk ˈbɒtl] kb	: ...
slip [slɪp] kkt	: ...

Statements	True	False	Corrections
1. Asep made his plastic piggy bank on his own.			
2. Adi likes Asep's piggy bank.			
3. Asep said it is hard to make the piggy bank.			
4. Adi doesn't like the idea of recycling plastic bottles.			
5. You only need a plastic bottle, a cutter, and paint or fabric to make it.			



Task 4

Complete the sentences using the words in the box.

beads	plastic bottles
buttons	slip
cutter	paint
fabric	glue

1. We can recycle ... to make bottle banks.
2. We can use ... to make the bottle colourful.
3. ... is mainly used on clothing.
4. We can find many necklaces made of ... in Malioboro.
5. The coin should be able to ... through the opening.
6. ... is the synonym of cloth.
7. We can cut paper, plastic, etc. using
8. ... is used to stick things together.



Task 5

Study the dialogue below and notice the expressions in bold. Then, study the expressions.

- Asep : Look, I can make a bowl from CDs.
 Ida : Wow, that's awesome! Did you really make it on your own?
 Asep : Yes, of course.
 Ida : This is really cool! Can you show me how to make it?
 Asep : Certainly.

The expressions in bold above are expressions used to admire someone or something. Here are some other expressions.

... looks great.
This is terrific.
It's wonderful.

This is fantastic.
That's awesome.
This is cool!



Task 6

Complete the dialogues using the suitable expressions. The first one has been done for you as an example.

1. Yapis : This is cool! Did you make it on your own?
Aloina : Yes, I did. I made it from my old CDs.
Yapis : Really? Can you show me how?
Aloina : Sure.
2. Angelina : How does my tie dye T-shirt look?
Adi :
Angelina : Really? I'm very satisfied with my work.
Adi : Yes, you should.
3. Ajeng : What do you think of this birthday card?
Danias : ... Where did you buy it?
Ajeng : I made it on my own.
Dania : Really?
Ajeng : Yup.
4. Bayu : What are you doing Aspani?
Aspani : I'm making a present box for my sister's birthday present.
Bayu : ... Where did you learn how to do that?
Aspani : From a handicraft book.
5. Panji : What are you going to do with all of those cans?
Cecilia : I'm going to try to recycle it.
Panji : How are you going to do that?
Cecilia : Well, I'm going to use my creativity and turn the cans into something else that I can use. Like pen holders, bird feeders, small can baskets, and other things.

Panji : ... idea.
Cecilia : Thanks.



Task 7

Say relevant expressions in the following situations.

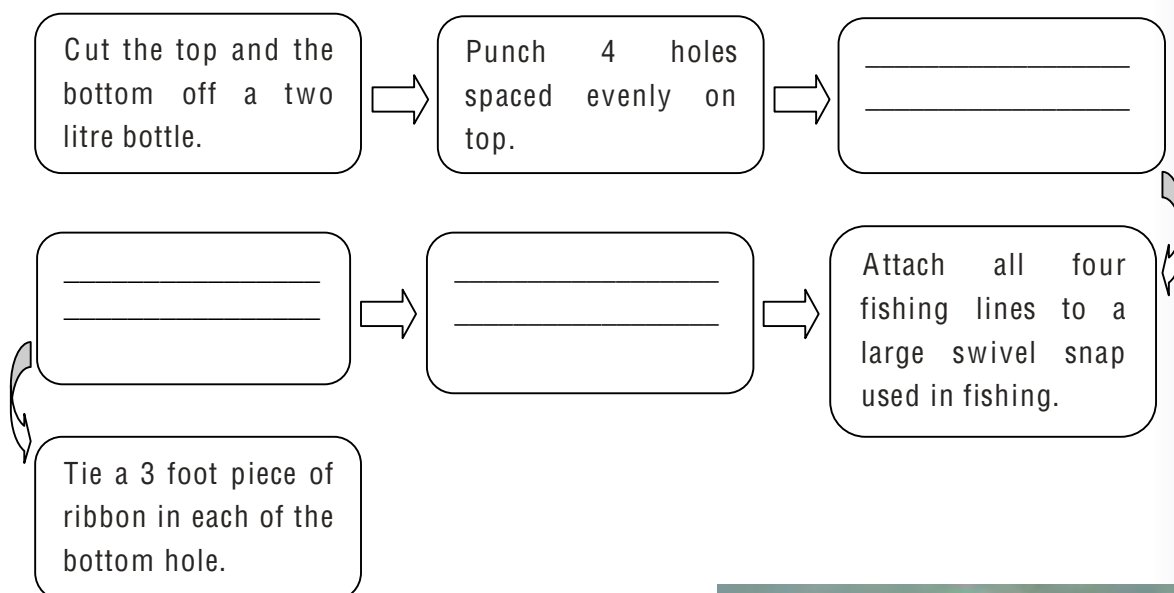
1. Your friend has a great idea. You express your admiration.
2. You see a unique bag made out of a coconut shell. You are amazed by it.
3. Your mother is making a rag from old cloth. You admire her work and creativity.
4. Your friend asks you to help her recycle unused paper. You are overwhelmed by the recycled paper that you've produced.
5. There are some handicrafts made out of unused plastic bottles, card board, and cans. You really admire them.



Task 8

Listen to the following monologue on how to make a windsock out of an unused plastic bottle. Then, complete the flow chart below. The words in the box may help you understand the text. The listening script is in the Appendix.

Steps to Make Windsocks:



fishing line [ˈfɪʃɪŋ laɪn] kb	: senar pancing
punch [pʌnʃ] kkt	: lubang
ribbon [ˈrɪbən] kb	: pita
sand [sʌnd] kkt	: amplas
swivel snap [ˈswɪvl snæp] kb	: roll pancing
tie [taɪ] kkt	: ikat
windsock [ˈwɪnd sɒk] kb	: penunjuk arah mata angin



Picture 3.9 Windsock



Task 9

Answer the following questions based on the monologue in Task 8. Compare your answers with a classmate's.

1. What does the instruction tell you?
2. What do you need to make a windsock?
3. What are the steps to make it?
4. What are the fishing lines for?
5. What do you think is the function of a windsock?



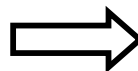
Task 10

Study the following dialogue with your classmate sitting next to you and guess the meaning of following words based on the dialogue. Then, act it out in pairs.

- Ida : Putri, I have a lot of unused cloth. What should I do with it?
- Putri : You could make a quilt out of the cloth.
- Ida : But I don't know how to make a quilt.
- Putri : I know how to make a simple quilt.
- Ida : Really? That's great. Will you show me how?
- Putri : Sure. All you need is some unused cloth, thread, and needle. The first thing that you have to do is cut the unused cloth or fabric into squares (8cm x 8cm or 10 cm x 10 cm). Then, fold the edges of the square a little bit (about 0.5 cm). After that, sew the folded edges of two squares together. And then, keep sewing the square cloth together in a pattern that you want, for example heart, face, flower, stripes etc. When you have finished sewing all pieces of your square cloth, turn the sewed squares on its back side. Next, spread the large fabric sheet on top of sewed squares. Finally, sew the large fabric with the sewed squares. Wow, you have a beautiful unique table cloth.
- Ida : Wow that's great. Have you ever made one?
- Putri : Yes, I just made one last week. Here it is.
- Ida : That's very beautiful, Putri.
- Putri : Really?
- Ida : Yes, it great.



Picture 3.10 Cloth



Picture 3.11 Quilt

1. fabrics : ...
2. fold : ...
3. needle : ...
4. pattern : ...
5. sew : ...

6. spread : ...
7. stripe : ...
8. thread : ...



Task 11

Answer the following questions based on the dialogue above.

1. What are Ida and Putri talking about?
2. Who shows her friend how to make a quilt?
3. What do you need to make a table cloth quilt?
4. How many steps are there to make a table cloth quilt?
5. How many centimetres do you have to fold the edges?
6. When do you sew the sheet for the back of the table cloth?
7. How did Ida admire the quilt that Putri had made?



Task 12

In small groups of four, study the following explanation.

From the dialogue between Putri and Ida you can find the word needle. The word needle has -ee- (double vowel). Here's how to pronounce double vowel letters.

-ee- (double "e") is pronounced /i:/. Here are some examples:

sheet, needle, peel, screen.

-oo- (double "o") can be pronounced in three ways.

a. It is pronounced /u:/ in the following words:

1. too, zoo
2. proof, roof
3. cool, fool, pool, tool, school
4. bloom, room
5. moon, noon, soon, spoon
6. troop
7. choose, goose
8. boot, root

b. It is pronounced /u/ in the following words:

1. good, wood
2. book, cook, look, shook, took
3. wool
4. foot

c. It is pronounced /ʊ/ when followed by "r", as in the word poor.

**Task 13**

Pronounce the following double letter vowels (-oo-). Put a tick under the correct sound. You may consult your dictionary.

Words	u:	U	ɪ
spoon			
look			
poor			
choose			
cool			
cook			
loop			
wood			
good			

**Task 14**

In pairs, study the instruction below and guess the meaning of the words in the box based on the context. Then, take turns retelling it orally to your classmate sitting next to you.

We can use clean tuna and cat food cans to make holiday candy containers. First, paint the outside of the cans white. Then, punch two holes near the top edge on opposite sides and used light weight craft wire to make a little handle. Now it sort of looks like a little basket. After that, stamp around the outside with simple shapes made from kitchen sponge and craft paint, as hearts, Christmas trees, shamrocks, etc. Next, fill rectangles of coloured cellophane with a few pieces of hard candy and tie the top with a piece of narrow ribbon and put that inside the can.

Contributed by Jewell Halwachs

Adapted from: www.make-stuff.com/recycling.plastic.bottles.html.htm

cat food can	: ...
container	: ...
punch	: ...
edge	: ...
craft wire	: ...
handle	: ...
stamp	: ...
shamrock	: ...
cellophane	: ...

**Task 15**

Decide whether the statements are TRUE or FALSE based on the instruction in task 14. Correct the false statements.

Statements	TRUE	FALSE	Corrections
1. You need a can, a hole puncher, wire, paints, and sponge to make the candy container.			
2. The holes should be on the bottom edge.			
3. The wire is to make the handle.			
4. The plastic cellophane is used to wrap the candies.			
5. The stamps should be made from wood.			

**F U N S P A C E**

Why did the students take a ladder to school?

Answer: because they are going to high school

**Focus on Reading and Writing****Task 16**

Read the instruction on how to make a bowl from old CDs. The following words may help you understand it. Then, answer the questions.

CD (compact disc) ['sɪŋˈdiː] kb	: CD
hair dryer ['heɪˈdraɪ] kb	: pengering rambut
metal bowl ['metl bɔʊl] kb	: mangkuk besi
saucer ['s ɪsə] kb	: cawan
bend [bend] kkt	: bengkok
hole [hɔʊl] kb	: lubang
soften ['s fən] kkt	: melunakkan

CD BOWLS

Materials:

Old CDs

Hair dryer/oven

Metal bowl

Glue

Small saucer/something to cover the CD hole



Picture 3.12 CD

Directions:

First, place the CD in a metal bowl and heat it with a hair dryer. Or put it in the oven on low heat. Then, bend the CD softly when it softens. After that, let it cool off. Finally, glue a small plastic saucer or anything to cover the hole.

Adapted from: www.make-stuff.com

Questions

1. What do you learn from the text?
2. What do you need to make a bowl from CDs?
3. What are the steps to make a bowl from CDs?
4. What is the hair dryer for?
5. Can we use other things to heat the CD?
6. Why do we need to heat the CD?



Task 17

Find ten action verbs in the puzzle. The first one has been done.

A	M	I	A	R	C	T	N	I	W	L	Q	Y	P	O	U	R
S	O	U	P	P	O	R	V	K	A	O	R	G	W	T	E	A
P	P	E	A	D	F	R	Y	M	E	L	O	N	X	O	A	T
C	D	C	A	N	G	L	A	S	S	E	M	I	X	P	O	T
S	W	H	I	S	K	C	U	P	S	H	A	K	E	M	A	N
B	I	G	H	E	A	L	H	Y	S	W	E	E	T	V	Q	D
H	E	A	B	E	N	D	I	B	O	I	L	H	E	A	R	T
T	A	B	L	E	R	O	O	M	A	T	E	H	E	A	T	T
G	R	I	N	D	W	R	E	C	I	P	E	S	G	O	O	L
E	W	D	Q	E	E	N	S	T	I	R	T	H	I	N	G	S
B	O	T	O	L	C	L	O	T	H	F	I	B	E	R	C	W



Task 18 In pairs, study the following explanation.

In the dialogue between Ida and Putri you find the following sentences:
First, cut the unused cloth or fabric into squares (8cm x 8cm or 10 cm x 10 cm).
Then, fold the edges of the square a little bit (about 0.5 cm).
After that, sew the folded edges of two squares together.

First, second, third, etc...; then, and then, next, after that, finally are connectives. Connectives are words that connect sentences to indicate that the sentences are still related. Connectives usually are followed by a comma.



Task 19 Complete the instruction with the correct connectives.

Tie Dyeing Old T-shirt

Things you need:

- Old cotton T-shirt
- Large thread or rubber band
- Cloth dye
- Bucket

Steps:

- First, wash a 100 percent cotton T-shirt.
- Second, place the wet shirt flat on the work surface.
- ... tie knots in the T-shirt, or twist it and secure the folds with rubber bands or heavy-duty thread.
- ... mix 1/2 c. liquid dye (or 1 package powdered dye) in 1 lt. hot water. Dissolve 5 tbsp. table salt in the mixture.
- Fifth, let the mixture cool to room temperature.
- ... put the entire shirt in the dye and let it soak for at least 20 minutes.
- ... rinse the shirt in cold water until the water runs clear.
- ... undo the knots and rinse the shirt again.
- Ninth, hang the shirt to dry, out of the sun.

Adapted from: www.eHow.com



Task 20

In pairs, study the instruction below and guess the meanings of the words in the box based on the context.

blender [ˈblendə] kb	: ...
food processor [ˈfud ˈprɒsɪsə] kb	: ...
bucket [ˈbʌkt] kb	: ...
strainer [ˈstreɪnə] kb	: ...
wire [waɪə] kb	: ...
magazine [ˈmæɡəˈziːn] kb	: ...
bleach [bliːtʃ] kb	: ...
iron [ˈaɪən] kb	: ...
iron [ˈaɪən] kkt	: ...



Picture 3.13 Recycled paper

RECYCLING PAPER

Equipment:

Old paper, magazines, or newspapers	Bleach
Blender/food processor	White glue
Bucket	Iron
Insect screens/strainers	Water
Wire	

Directions:

First, shape wires into a rectangular shape. Then, cover the wire frame with insect screens and sew it. After that, rip the paper into small pieces. And then, put the torn paper in a bucket and fill it with warm water. Add one table spoon of bleach. Soak the paper for a half an hour. Next, put a cup of soaked paper in a blender, add some bleached water and blend it. And then, pour the blended paper in a large rectangular container. e.g. sink or tray. After that, repeat step 5 and 6 until all of the soaked paper are blended. Then, add and mix two table spoon of white glue to the blended paper. After that, dip the screen frame into the blended paper. Lift and rinse the water for a minute. Then, dry the paper (with the screen frame still on) in the sun. And then, peel the papers out of the frame screens when it's dry. Finally, iron the paper.

Adapted from: www.make-stuff.com/recycling.paper.html

**Task 21**

Read the text again and answer the following questions.

1. What is the main purpose of the text in Task 20?
2. When should we blend the paper?
3. How long do we have to soak the paper?
4. Where should we put the blended paper?
5. How much glue do we have to add?
6. How do we dry the paper?

**Task 22**

Put the steps in the correct order. You may work in pairs.

1. Add one table spoon of bleach. Soak the paper for a half an hour.
2. Peel the paper out of the frame screens when it's dry, and then iron the paper.
3. Pour the blended paper in a large rectangular container. And add and mix two tablespoons of white glue.
4. Next, put a cup of soaked paper in a blender and add some bleached water. And blend it.
5. Rip the paper into small pieces. And then put the torn paper in a bucket and fill it with warm water.
6. Shape wires into a rectangular shape. Then, cover the wire frame with insect screens and sew it.
7. Dip the screen frame into the blended paper. Lift and rinse the water for a minute. Then, dry the paper (with the screen frame still on) in the sun.

**F U N S P A C E**










Pretty Kitty Creighton had a cotton batten cat.
The cotton batten cat was bitten by a rat.
The kitten that was bitten had a button for an eye,
And biting off the button made the cotton batten fly.





Task 23

Study the following expressions and pictures. Notice how the words in **bold** are used.

Put the torn paper in the bucket .  Picture 3.14	Pour out the blended paper.  Picture 3.15	The blender is on the floor.  Picture 3.16
Dry the paper under the sun .  Picture 3.17	The lamp is above the boy.  Picture 3.18	The box is beside the ball .  Picture 3.19
The bucket is behind the boy.  Picture 3.20	The boys are in front of the laptop .  Picture 3.21	The glass is between the cans.  Picture 3.22



Task 24

Complete each sentence with the correct word based on each picture.

1.



Picture 3.23

The paint brushes are ... the can.

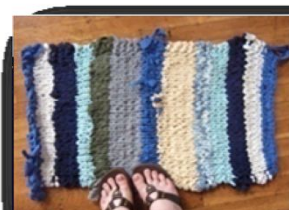
2.



Picture 3.24

The lamp is ... his head.

3.



Picture 3.25

The mat is ... the feet.

4.



Picture 3.26

The bag is ... the chair.

**Task 25**

Write an instruction on how to make one of the following things. You may look back at the text in Task 20 as the model.

1. Greeting cards from unused papers
2. Toys from unused stuff
3. Flowers from used straws

**C. Homework****Task 26**

Express your admiration on the following things. Use the expressions that you have learned.



Picture 3.27 Card



Picture 3.28 Small purse



Picture 3.29 Wind chime



Picture 3.30 Mat

**Task 27**

Read the following instruction. Then, answer the questions and retell how to make snow globes to your class.

Snow Globes

Glue a small object to the inside of the lid - a plastic figurine, f, etc. Add glitter, beads, or foil confetti, etc. Fill the jar with equal parts water and corn syrup, add food colouring if desired. Seal the lid onto the jar using a watertight sealant (the kind used for aquariums, or the stuff found in the plumbing section of your hardware store). Put a bead of sealant on the threads of the jar and on the inside threads of the lid. Close it up, leave overnight to dry.

Taken from: www.make-stuff.com



Picture 3.31 Snow globe

Questions

1. What do you learn from the text?
2. What do you need to make snow globes?
3. How many steps are there to make snow globes?
4. What is the watertight sealant for?
5. Why do you have to leave it over night?



Task 28

Find two instructions to make something from unused things. Rewrite them in your own words and present them to your class.



D. Evaluation



Task 29

Complete the following dialogue with the suitable expressions.

1. Asep : Look Burhan, that lady is throwing rubbish into the river!
Ketut Tantri :
Asep : Yes, that's very shameful. She shouldn't do that. The rubbish is polluting the river. It can also cause flood.
Ketut Tantri : Asep, why don't we remind her that she shouldn't throw rubbish anymore?
Asep : That's a ... idea Burhan. Let's go and remind her.
2. Elizabeth : Finally, we're here. I can't wait to see how plastics are recycled.
Sanusi : Yeah, me too.
Elizabeth : Hey look at that machine. It chops and cleans the plastic.
Sanusi : Wow,
Elizabeth : Yes. It's so cool!
Sanusi : What about that machine. What does it do?
Elizabeth : I think it melts the plastic.
Sanusi : Recycling is great. We can reduce pollution and save money too.
Elizabeth : I know. Sanusi, I think we have to leave now.
Sanusi :
Elizabeth : Yes, I hope that we can stay here longer too.

**Task 30**

Say relevant expressions in the following situations.

1. You made a snow globe from an unused jar. It looks beautiful. You want to admire it.
2. Your friend made a present box from an unused carton. It looks great and you want to admire her work.
3. You saw a unique wind chimer from unused bottle caps and some small bells. You are amused by it.

**Task 31**

Read the following instruction and decide whether the following statements are true or false.

Tie Dyeing Old T-shirt

Things you need:

- old cotton t-shirt (100% cotton if possible)
- large thread / rubber band
- cloth dye
- bucket
- salt
- hot water

Steps:

1. Wash the cotton T-shirt.
2. Place the wet shirt flat on the work surface.
3. Tie knots in the T-shirt, or twist it and secure the folds with rubber bands or heavy-duty thread.
4. Mix 1/2 c. liquid dye (or 1 package powdered dye) in 1 qt. hot water. Dissolve 5 tbsp. table salt in the mixture.
5. Let the mixture cool to room temperature.
6. Put the entire shirt in the dye and let it soak for at least 20 minutes.
7. Rinse the shirt in cold water until the water runs clear.
8. Undo the knots and rinse the shirt again.
9. Hang the shirt to dry, under the sun.

Adapted from: www.eHow.com

Note: 1 qt. (quart) = 1/4 gallon = ± 1 litre

Statements	True	False	Corrections
1. The instruction tells you how to make a t-shirt.			
2. You need rubber bands to hold the twists on the t-shirt.			
3. You have to soak the t-shirt in hot water.			
4. You need to add the salt into the hot water and dye mixture.			
5. You need to rinse the dyed t-shirt more than once.			



Task 32

In pairs, discuss what you can do or make with the following items. Then, write the steps to make it.



Picture 3.32 Can



Picture 3.33 Styrofoam



Picture 3.34 Box



Picture 3.35 Bottle



E. Reflection

How much do you learn from this unit? Put a tick (•) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Admiring something or somebody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



F. Summary

In this unit you learn:

1. How to admire something or somebody

This is terrific.
It's wonderful.
This is fantastic.
... looks great.
...awesome.

2. Connectives

- a. Connectives are words that connect sentences to indicate that the sentences are still related.
- b. First, second, third, etc... ; then, and then, next, after that, finally are connectives.

3. Prepositions

Some prepositions are in, under, or, below on, beside, above, behind, in front of, and between.

4. Procedural texts (see Unit 1)



G. Vocabulary List

bead [biɪd] kb	: manik-manik
bend [bend] kkt	: bengkok
bleach [bli:tʃ] kb	: pemutih
blender [ˈblendə] kb	: alat pencampur
bucket [ˈbʌkt] kb	: ember
button [ˈbʌtən] kb	: kancing
CD (compact disc) [ˈsiːˈdi] kb	: CD
cutter [ˈkʌtə] kb	: pisau pemotong
fabric [ˈfæbrɪk] kb	: kain
fold [fəʊld] kkt	: lipat
food processor [ˈfuːd ˈprəʊsesə] kb	: alat penggiling makanan
glue [gluː] kb	: lem
hair dryer [ˈheɪədraɪə] kb	: pengering rambut
hole [həʊl] kb	: lubang
iron [ˈaɪən] kb	: setrika
iron [ˈaɪən] kkt	: menyetrika
magazine [ˈmæɡəˈziːn] kb	: majalah
metal bowl [ˈmetl bəʊl] kb	: mangkuk besi
needle [ˈniːdl] kb	: jarum
paint [peɪnt] kb	: cat
pattern [ˈpætən] kb	: pola
plastic bottle [ˈplæstɪk ˈbɒtl] kb	: botol plastik
saucer [ˈsɔːsə] kb	: cawan
sew [səʊ] kki	: jahit
slip [slɪp] kkt	: menyelipkan
soften [ˈsɒfn] kkt	: melunakkan
spread [spred] kkt	: gelar / bentangkan
strainer [ˈstreɪnə] kb	: saringan
stripe [straɪp] kb	: garis-garis
thread [θred] kb	: benang
wire [ˈwaɪə] kb	: kawat

ENDANGERED ANIMALS

When somebody is talking to you, you have to pay attention or listen to him or her. If not, the person who talks to you may get offended. On the other hand, if you do pay attention to what others are saying, they will feel appreciated. Do you know how to show that you are listening to others?

You can find information about general things, such as living things, cities, countries, and planets from books, encyclopedias and even radio and television. Do you know how to read and write that type of text? Learn those and more in this unit.



A. Lead-in



Task 1

In pairs, study the animals below and then answer the questions.



Picture 4.1



Picture 4.2



Picture 4.3

1. Do you know the animals above?
2. Do you know that those animals are endangered?
3. Do you know anything about those animals?
4. Do you know what makes them endangered?



Task 2

Decide whether the following animals are extinct, endangered or alive and well. The definition in the box may help you.

Extinct	: living things which have died out.
Endangered	: living things which are at risk of extinction.
Alive and well	: living things which are still alive and in a good condition.

1.



Picture 4.4 Quagga

2.



Picture 4.7 Polar bear

3.



Picture 4.5 Flying squirrel

4.

Picture 4.8 Moa

5.



Picture 4.6 Siberian tiger

6.



Picture 4.9 Chihuahua



B. Lesson Proper



Focus on Listening and Speaking



Task 3

Listen to the dialogue between Tora and Sanusi and then answer the questions. The words in the box may help you understand the dialogue. The listening script is in the Appendix.

1. What are Tora and Sanusi talking about?
2. What endangered animal do you find in Kalimantan?
3. What endangered animal do you find in Java?
4. Why are orangutans endangered?
5. How many Javanese rhinoceros are there now?

caught [k ʌ t]	kkt	: ditangkap
destruction [dl'strʌkʃn]	kb	: kerusakan

hunting [ˈhʌntɪŋ] kb	: perburuan
increase [ˈɪnkriːs] kki	: meningkat
loss [lɒs] kb	: hilang
number [ˈnʌmbə] kb	: jumlah
shot [ʃɒt] kb	: ditembak
sold [sɒld] kkt	: dijual



Task 4

Study the following explanation.

In the dialogue between Sanusi and Tora you hear the following expressions:

Oh, I see.

Really?

Mm...

Those expressions are used to show that you are listening (paying attention). It is important to show your attention when you communicate with other people. By doing so you are making the other person speaking to you feel appreciated. It is one of the manners that you must remember. Here are the expressions that you can use to show your attention to others:

Showing attention		
Right.	I see.	And.
Really?	Oh.	Yes.



Task 5

Complete the dialogue with the suitable expressions showing that you are listening or paying attention.

- Fredy : Is there any endangered animal in Bali?
- Wayan Legawa : Yes, there is. Do you know the Balinese starling or jalak Bali?
- Fredy : No, I don't.
- Wayan Legawa : Well, the Balinese starling is from Bali and it is endangered because of hunting and habitat loss.
- Fredy : How does it look like?
- Wayan Legawa : Well, it's beautiful. It's black and white and it has a longer beak than the usual starling. And it has a crest.
- Fredy :

**Task 6**

In pairs, write a dialogue in the following situation and perform it.

Situation: You ask your friend about an endangered animal that you don't know and he informs you about it. Then, you show that you are listening to him.

**Task 7**

Listen to the following monologue on orang-utan. Then, complete the following summary and find the meaning of the words in the box based on its context. The listening script is in the Appendix.

Orang-utan

General information:

Scientific name: *Pongo pygmaeus*

Reason(s) for becoming endangered: ...

Specific Information:

Habitat : ...

Anatomy : ...

Diet: fruits, young leaves, soft inner barks, termites, eggs, and occasionally monkeys.

Reproduction: ...

give birth [glv b«T] kkt	: ...
diet [ˈdal«t] kb	: ...
fur [f«ŋ] kb	: ...
gestational period	: ...
[dZeˈsteɪʃn«l ˈpl«ri«d] kb	
infant [ˈɪnf«nt] kb	: ...
mammal [ˈmQml] kb	: ...
mate [melt] kki	: ...
poacher [ˈp«ʊtʃ«] kb	: ...
puffy [p^fi] ks	: ...
rough [r^f] ks	: ...
sack [sQk] kb	: ...



Task 8

Choose the correct answer to every question below based on the monologue above.

1. Why are orangutans endangered?
 - a. Habitat loss and hunting.
 - b. Hunting and helping.
 - c. Killing and reserving.
 - d. Habitat loss and saving.
2. What is the male's throat-pouch for?
 - a. Digesting.
 - b. Keeping food.
 - c. Producing a loud groaning and bubbling call.
 - d. Producing bubbling call and keeping food.
3. Where are the orangutans' habitats?
 - a. Only in Borneo island.
 - b. Only in the Java island.
 - c. In Borneo and Sumatra islands.
 - d. In Borneo, Sumatra, Kalimantan islands.
4. What do they mostly consume?
 - a. Termites.
 - b. Leaves.
 - c. Fruits.
 - d. Soft inner barks.
5. When do they reproduce?
 - a. Every once a year.
 - b. Once every two years.
 - c. Once every three years.
 - d. Once every four to eight years.



F U N S P A C E

What do tigers have that no other animals have?

Answer: baby tigers





Task 9

In pairs, study the following dialogue and underline the expressions used to show attention. Then, decide whether the statements are TRUE or FALSE. Correct the FALSE statements. Act it out after that.

- Angelina : Do you know anything about the tiger?
- Laila : Yes, I just read a book about the tiger.
- Angelina : Could you tell me about it? I have to make a report on it.
- Laila : Sure. The tiger or panthera tigris is the largest member of the cat family. They are also the only cat that has stripes. There are many types of tiger. The Sumatran tiger is the smallest tiger, yet the Bangal tiger is the largest tiger. Right now they are endangered because of habitat destruction and illegal hunting for sport and body parts.
- Angelina : I see. Can you tell me specific information about them?
- Laila : Certainly. Well, tigers can be found in Southern Asia, China, and Russia. They usually live in forests, grasslands, savannas, and swamps.
- Angelina : And what else?
- Laila : Well, they weigh from 75 to 258 kg. Their body is about 2 to 3 metres long. And their tail is about 1 metre long. Their colour varies depending on their type. Some are brown and black, orange and black, and white and black.
- Angelina : Mm...
- Laila : Tigers are carnivore, which means that they eat meat. They like to eat large mammals, such as deer, buffalos, and antelopes.
- Angelina : Right. That was very complete information. Thanks Laila.
- Laila : You're welcome Angelina.

illegal [i'lɪɡl] ks	: ilegal/liar/tidak sah
grasslands [ˈɡrɑːsləndz] kb	: padang rumput
savanna(h) [səˈvɑːnə] kb	: padang rumput yang sangat luas
swamp [sw ɒp] kb	: rawa
carnivore [ˈkɑːnɪv ər] kb	: karnivora



Picture 4.10 Siberian tiger

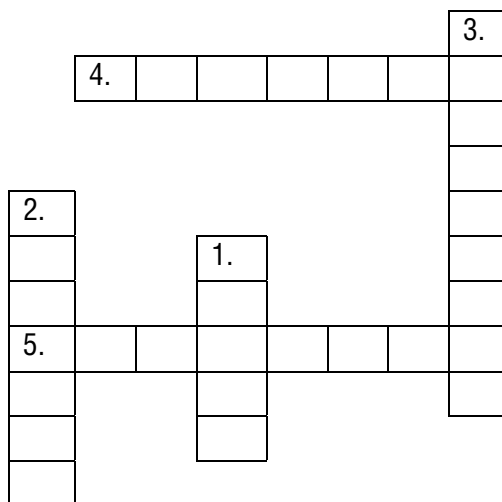
Statements	True	False	Corrections
1. Tigers belong to the cat family.			
2. Tigers are endangered because of habitat destruction and illegal hunting.			

3. Tigers live in forests, grasslands, and savannas only.			
4. They eat large mammals.			
5. The smallest tiger comes from India.			



Task 10

Do the crossword puzzle by completing the sentences below. Compare your answers with a classmate's.



1. Some tigers live in
2. Killing tigers is
3. are animals that eat meat.
4.are large grasslands where no trees are found.
5. The tiger isbecause of habitat destruction and illegal hunting.



Task 11

Study the following report. Then, summarize it and present it to your class. Use the questions as your guideline.

Sumatran rhinoceros

The Sumatran rhinoceros (*Dicerorhinus sumatrensis*) is the smallest rhino species. It is also the most distinctive rhinoceros. It has been hunted a lot that it almost extinct. There are less than 300 Sumatran rhinoceroses surviving in Malaysia and Indonesia. Between 1985 and 1995, the number of Sumatran rhinos declined by 50 percent because of poaching and habitat destruction.

The Sumatran rhinoceros has unique gray or reddish-brown coat. It is believed to be the only survivor of the lineage that included the woolly rhinoceros. Sumatran rhinos stand up to 1.4 m (4.6 ft) at the shoulder and weigh up to 1,000 kg (2,200 lb). They have folded skin, like the other Asian rhinos, except that it is covered with coarse, bristly hair. The Sumatran is the only rhino in Asia with two horns. The front horn is usually the longest, reaching a length of 90 cm (36 in), and the rear one is sometimes so small that the animal looks as if it is single-horned.

They live mainly in forest-covered hills near water and are known to be good at climbing slopes and swimming. They move mainly at night, and spend most of the day wallowing in mud-holes and pools.

Sumatran rhinoceroses usually feed on leaves, twigs, and fruit.

Female rhinos reach sexual maturity at about the age of five or six. The males mature between the ages of seven and eight. However, they do not father calves until they have claimed a territory, which may take them three or four years. Rhinos always have a single calf, born after a gestation period of 15 to 18 months. The calf may feed on its mother's milk for up to two years, and it usually remains with its mother until she is about to give birth once more. The calf is only raised by its mother.

Adapted from: Microsoft ® Encarta ® 2007. © 1993-2006 Microsoft Corporation. All rights reserved.

1. What is the text about?
2. How do you define them?
3. Why are they endangered?
4. How do they look like?
5. How big and how much do they weigh?
6. Where do they live?
7. What are their diets?
8. When do they reproduce?
9. How long is the gestation period?
10. How long does the calf stay with its mother?



Task 12 Study the following explanation.

We usually add an /s/ at the end of a word to tell that the word is plural. The /s/ for plural can be pronounced in several ways. They are:

1. /z/ as in rhinos, males, animals, hills, etc.
2. /-iz/ as in bushes, brushes, pushes, wishes, etc.
3. /-ziz/ as in causes, closes, loses, horses, etc.
4. /-siz/ as in grasses, produces



Task 13

Group the words that have the same plural /s/ sound.

- | | |
|------------|--------------|
| 1. badges | 7. elephants |
| 2. grasses | 8. loses |
| 3. chooses | 9. guesses |
| 4. tigers | 10. teaches |
| 5. washes | 11. oranges |
| 6. catches | 12. fishes |



Focus on Reading and Writing



Task 14

Read the report about the blue whale and then discuss the meanings of the vocabulary based on its context. Then, answer the questions.



Picture 4.11 Blue whale

What is being reported

The Blue Whale

Definition

The Blue Whale is largest whale and the largest living creature on Earth. Blue whales were hunted a lot for oil, baleen, meat, and other products from the 1930s to the 1960s. This hunting almost caused the extinction of the species. They are now protected and may gradually be returning in several areas.

General information of what is being reported

Habitat

Blue whales are mainly found in very cold waters, like the Arctic and Antarctic waters. They migrate to the tropics in the winter and to the Arctic and Antarctic in summer.

Anatomy

Blue whales can reach over 24 m (80 ft) long; mature females are usually a bit longer than mature males. They weigh between 87,500-142,500 kg. The skin has a light grey and white spotty pattern.

Diet

Blue whales feed by opening its mouth into dense groups of small sea creatures like plankton, krill or fish.

Specific information or description

Reproduction

Blue whales are mammals. They give birth once every two or three years. Mating occurs during the summer season, and they give birth after about 11 months. The calf nurse for seven or eight months and gain weight about 90 kg (200 lb) per day.

Taken from: Microsoft ® Encarta © 2006

migrate [mal'greɪt] kki	: ...
mature [mæ'tʃʊə] ks	: ...
dense [dens] ks	: ...
calf [kælf] kb	: ...
nurse [nɜːs] kkt	: ...
gradually ['grædʒʊəli] ks	: ...

Questions

1. What is the text about?
2. What is a blue whale?
3. Why are blue whales endangered?
4. Where do they live?
5. What do they eat?
6. How do they look like?
7. What do they eat?
8. When do they usually mate?
9. When do they reproduce?
10. How long does the calf nurse?



Task 15

Study the following explanation. You may do it in pairs.

The text about Blue Whale above is called an informational report. Such a text has several parts.

The parts of a report are:

1. What is being reported (title).
2. Definition and general information of what is being reported.
3. Description or specific information. It usually consists of:
 - a. How it looks (size, weight, etc.)
 - b. Where you can find it (origin)
 - c. What it consumes (diet)
 - d. When and how it reproduces (reproduction)
 - e. Prices (for things such as electronic devices, utilities, cars, motors, etc.)

Information reports are used to present information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, computers, countries of the region, transport, and so on. The common grammatical patterns of a report include:

- use of general nouns, e.g. 'hunting dogs', not particular nouns, e.g. 'our dog'.
- use of relating verbs to describe features, e.g. 'Koalas are marsupials'.
- use of timeless present tense to tell general truth, e.g. 'Koalas eat eucalyptus leaves'.



Task 16

Put the parts of the report into the correct order.

Most sea turtles live in warm seas around the world. The Leather Back is one of the biggest sea turtles. Sea turtles are about 8 feet and can weigh up to 415 lb. They eat animals and plants. Females are the only ones that leave the water to lay their eggs. The female buries its eggs and leaves because it is helpless on land.

Sea Turtle

Sea turtles are reptiles. There are at least 7 kinds of sea turtles. They swim by beating their flippers. They can't withdraw into their shells.



Task 17

Read the report about Komodo dragons and find the meanings of the words based on the context. Then, complete the vocabulary web.

Picture 4.12 Komodo dragon



KOMODO DRAGON

The Komodo Dragon is the world's biggest lizard. It is a reptile, a cold-blooded animal. It is diurnal, most active during the day. The Komodo Dragon is a fast runner; it can run up to 11 mph (18 kph). It is also a good tree climber and swimmer.

The Komodo Dragon's scientific name is *Varanus komodoensis*. It is in danger of extinction because of habitat lost. Its life span is about 20 years.

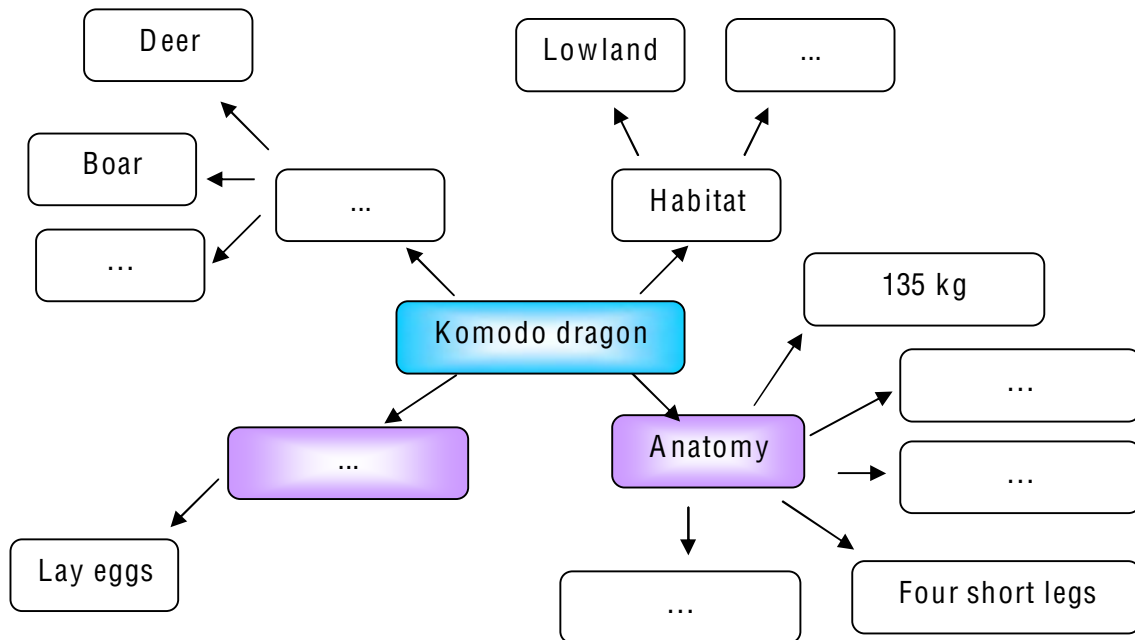
Komodo Dragons live on islands in Indonesia, including the island of Komodo. They live in hot, humid, grassy lowlands and in rainforests.

The Komodo Dragon is about 9 feet (2.8 m) long, but can get up to 10 feet (3 m) long and weighs up to 300 pounds (135 kg). It has large jaws, four short legs, and five-toed feet with sharp claws. The tail is longer than the body. It senses chemicals with a long, yellow, forked tongue.

The Komodo Dragon is a carnivore (meat-eater). It eats almost anything that it can catch, including goats, deer, wild boars, other lizards, and carrion (dead meat that it finds). The Komodo Dragon has disease-ridden bacteria in its mouth. After it bites its prey, the victim will get sick and die from blood poisoning in one or two days. The Komodo Dragon will then find the body and eat it.

The female digs a hole in the ground, lays 20-40 eggs, and then covers them up with soil. The eggs hatch in about 7 months. Hatchlings eat mostly insects and live in trees.

Adapted from: www.enchantedlearning.com



Task 18

Match each word below with its definition.

- | | |
|--------------|---|
| 1. prey | a. animal eaten by another animal |
| 2. lizard | b. organism that has just hatched from an egg |
| 3. hatchling | c. rotting meat |
| 4. carrion | d. wild pig |
| 5. boar | e. type of small reptile with four legs and a long tail |



F U N S P A C E

What do you call a bear without an "ear"?

Answer: B B B B



**Task 19**

In pairs, study the following explanation.

Komodo's tail is longer than its body.

Komodo is the largest lizard.

long	longer	longest
large	larger	largest
interesting	more interesting	most interesting

1. When you want to compare something you usually use -er or more.

-er is used for short words and more is for long words.

"than" is also used in comparing something.

Example: Bangal tigers are larger than Sumatran tigers.

Example: - shorter, bigger, larger, etc.

- more comfortable, more peaceful, more interesting, etc.

2. When you want to express superlative you use -est or most.

-er is used for short words and more is for long words.

Example: - shortest, biggest, largest, etc.

- most comfortable, most peaceful, most interesting, etc.

**Task 20**

Complete the sentences using the correct words. You may change the forms of the words to suit the context.

1. The blue whale is the ... animal on earth. (large)
2. The Sumatran tiger is the ... tiger. (small)
3. The Bangal tiger is ... an the Sumatran tiger. (big)
4. The cheetah is the ... land animal. (fast)
5. The orangutan is ...than the gorilla. (smart)

**F U N S P A C E**

What has two heads, four eyes, six legs and a tail?

Answer: a horse and its rider





Task 21

Write a report on giant pandas. Find the information that you need from the internet or any sources.



Task 22

Ask your classmates if they know about the following animals. Write the number of students who know and who don't. Then find an article about the animal that is the least familiar to your friend. Summarize it and present your summary to your class.



Picture 4.13 Dugong /sea cow



Picture 4.14 Macaw



Picture 4.15 Giant arowana



C. Homework



Task 23

Read the following report and complete the information table. Then, choose the correct answer to every question.

Polar Bear



Picture 4.16 Polar bear

The polar bears, which are usually called white bears, are found on the sea ice of the Arctic Circle throughout the North Polar basin. They are classified as *Ursus maritimus*. They live for about 25 to 30 years. They are now endangered because of habitat destruction.

Polar bears have white fur which may yellow in the summer. Their bodies are longer than other bears and streamlined for aquatic life. The females grow up to 1.8 m (6 ft) long; males grow up to 2 m (7 ft) long. Most male polar bears weigh an average of about 350 kg (about 880 lb), and most females weigh about 250 kg (550 lb). They have the plantigrade feet (heel and sole touching the ground, with five sharp, curved claws on each foot for grasping the ice and holding its prey. Long hair between the pads protects

the bear's feet from the cold and provides grip on the ice. Stiff hairs on the forelegs, and very broad front feet, help the bear swim.

Polar bears have a strong navigational sense and an extremely good sense of smell, and they are unusually clever at solving problems in order to obtain food. Since they are carnivores; they eat primarily ringed seals, and occasionally bearded seals, walruses, or white whales. They also feed on berries, sedges, mussels, and kelp.

They live in pack ice where water is accessible. They can be found throughout Arctic regions.

Except during the breeding season, male polar bears are solitary and roam over vast expanses of sea ice while hunting. During the breeding season (May to June), the males fight furiously over females. Both the male and female may mate with other individuals as well. The female typically gives birth to two cubs after a four- to five-month gestation period. Cubs remain with the mother for about 28 months, often nursing the entire time. The young are very small when born: about 1 kg (about 2 lb). Their eyes remain closed for about 40 days and they must nurse every few hours. The mother holds them close to keep them warm.

Adapted from: Microsoft ® Encarta ® 2007. © 1993-2006 Microsoft Corporation. All rights reserved.

Polar Bear	
Name	: ...
...	: 25-30 years
Status	: endangered (habitat destruction)
Anatomy	: ...
Diet	: ...
...	: pack ice where water is accessible.
Reproduction	: ...

Questions

1. What is the text about?
 - a. Grizzly bears.
 - b. Honey bears.
 - c. Arctic.
 - d. White bears.
2. How long can a polar bear live?
 - a. Up to two and a half years.
 - b. Up to twenty years.
 - c. Up to fourteen years.
 - d. Up to forty years.

3. The following is true about polar bears, EXCEPT
 - a. It has five sharp claws
 - b. It has a nine-month-gestation period
 - c. It has two cubs at a time
 - d. It is the longest type of bear

4. What is the meaning of the word nurse from the last paragraph?
 - a. A person who takes care of sick people.
 - b. Keep feeling.
 - c. Take care of something special.
 - d. Breast-feed.

5. How long do the cubs stay with their mother?
 - a. Two years.
 - b. Less than two years.
 - c. More than two years.
 - d. Three years.



Task 24

Ask three of your classmates about five endangered animals that they know. Ask them if they can inform you why they are endangered.



Task 25

Find two texts on your favourite animal to write a report on the animal. The following questions may help you write your report.

1. What is the scientific name of the animal?
2. Where does it live?
3. What does it eat?
4. How does it look like?
5. How much does it weigh?



F U N S P A C E

What do you call a fish without an eye?

Answer fish





D. Evaluation



Task 26

Read the report to answer the following questions.

1. What is the report about?
2. Where is its habitat?
3. What is the giant panda's main diet?
4. When do giant pandas mate?
5. Why is the giant panda endangered?



Picture 4.17 Giant panda

The giant panda is the common name for a bear found in provinces of western China. The giant panda resembles other bears in general appearance, with the exception of the black patches over its eyes, ears, and legs and the black band across its shoulders. Giant pandas live in bamboo forests at high elevations and feed primarily on bamboo. Unlike other bears, they vocalize by bleating rather than roaring.

Females weigh about 80 kg (about 180 lb), and males weigh about 100 kg (about 220 lb). The giant panda's so-called sixth front toe is not a digit or claw but an enlarged wrist bone that functions as a thumb in grasping food.

Giant pandas feed almost exclusively on bamboo, which is not highly nutritious. Furthermore, some bamboo species flower simultaneously and die shortly afterward, occasionally leading to starvation among giant panda populations. If their usual food supply is threatened, giant pandas may feed on gardens, crops, and even chickens, but they are little threat to people except in close encounters.

The habitats of family groups and the survival of juvenile giant pandas are still poorly understood. Giant pandas seem to have no permanent den and do not hibernate, although they shelter in the winter in dens or hollow trees. Giant pandas are fairly solitary most of the year. Females may live in loose groups within the range of a dominant male.

Breeding takes place from March to May, and the young are born three to six months later weighing only 85 to 140 g (3 to 5 oz). Two cubs may be born, but only one survives. The young cry loudly for help and require great care from the mothers, and losses of young are a serious problem in the recovery and management of giant-panda populations. The giant panda's broken range has created six isolated populations. The total number of giant pandas in the wild is now about 1,000. Because giant pandas are restricted to a small area of western China, their status may be the most precarious of all the species of bears.

Taken from: Microsoft ® Encarta ® 2007. © 1993-2006 Microsoft Corporation. All rights reserved.

**Task 27**

Ask five of your classmates if they know the following endangered animals. If they do, ask them to tell you about them. Remember to be polite and show that you are listening to them.



Picture 4.18 Sumatran Tiger



Picture 4.19 Snow Leopard



Picture 4.20 Asian Elephant

**Task 28**

Write a short report on one of the above animals. You can find the information that you need from any books, internet or other people.

**E. Reflection**

How much do you learn from this unit? Put a tick (•) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Showing attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**F. Summary**

In this unit you learn:

1. How to show attention

Showing attention		
Right. Really?	I see Oh.	And. Yes.

2. Degree of comparison

- a. When you want to compare something you usually use –er or more.
 - 1) -er is used for short words and more is for long words.
 - 2) “than” is also used in comparing something.
Example: - shorter, bigger, larger, etc.
- more comfortable, more peaceful, more interesting, etc.
- b. When you want to express superlative you use –est or most.
-est is used for short words and most is for long words.
Example: - shortest, biggest, largest, etc.
- most comfortable, most peaceful, most interesting, etc.

3. Report text

An informational report has the following parts:

1. What is being reported (title).
2. Definition and general information of what is being reported.
3. Description or specific information. It usually consists of:
 - a. How it looks (size, weight, etc.)
 - b. Where you can find it (origin)
 - c. What it consumes (diet)
 - d. When and how it reproduces (reproduction)
 - e. Prices (for things such as electronic devices, utilities, cars, motors, etc.)



G. Vocabulary List

boar [b ɔː] kb	: babi hutan
calf [k ʌ f] kb	: anak
carnivore [ˈk ɑː nɪ v ər] kb	: karnivora
carrion [ˈk ɑː rɪ ɒ n] kb	: daging bangkai
consume [k ɒ n sjuː m] kkt	: mengkonsumsi
dense [dens] ks	: padat/penuh

destruction [dɪˈstrʌkʃn] kb	: kerusakan kehancuran
diet [ˈdaɪt] kb	: makanan
disease-ridden bacteria [dɪˈziːz rɪdən bækˈtɪəri] kb	: bakteri yang menyebabkan penyakit
diurnal [daɪˈnɜːl] kk	: aktif di siang hari
endangered [ɪnˈdeɪndʒəd] ks	: terancam punah
extinction [ɪkˈstɪŋkʃn] kb	: kepunahan
forked [fɔːkd] ks	: bercabang dua
fur [fɜː] kb	: bulu
gestational period [dʒeˈsteɪʃnəl ˈpɪəriəd] kb	: masa kehamilan
give birth [glv bɜːθ] kkt	: melahirkan
gradually [ˈɡrædʒuəli] ks	: secara bertahap
grasslands [ˈɡrɑːsləndz] kb	: padang rumput
hatchling [ˈhætʃlɪŋ] kb	: anak yang baru menetas
herbivore [ˈhɜːbɪvər] kb	: herbivora
humid [ˈhjuːmɪd] ks	: lembab
hunting [ˈhʌntɪŋ] kb	: pemburuan
increase [ɪnˈkriːs] kki	: meningkat
infant [ˈɪnfənt] kb	: bayi
lizard [ˈlɪzəd] kb	: kadal
lowlands [ˈləʊləndz] kb	: dataran rendah
mammal [ˈmæməl] kb	: mamalia
mate [meɪt] kki	: kawin
mature [məˈtʃʊə] ks	: dewasa
migrate [maɪˈɡreɪt] kki	: migrasi
nurse [nɜːs] kkt	: menyusui
poacher [ˈpɔːtʃər] kb	: pemburu
prey [preɪ] kb	: mangsa
primate [ˈpraɪmət] kb	: primata
rain forest [ˈreɪn ˈfɪrɪst] kb	: hutan hujan tropis
rough [rʌf] ks	: kasar
savanna [səˈvænə] kb	: padang rumput yang sangat luas/savana
shot [ʃɒt] kb	: ditembak
stem [stem] kb	: batang
swamps [swɒmp] kb	: rawa

NATURAL DISASTER

Do you sometimes feel that you are unsure or doubtful about something? When someone is doubtful about something what should you say? And what would you say if you are optimistic about something? Do you know how to express your feeling?

Do you often watch the discovery channel on television or read encyclopedias and books on plants, animals, planets, natural disasters, etc.? The texts from those sources are usually informational reports. Do you know how to read and write reports? You will learn those and more in this unit.



A. Lead-in



Task 1

In pairs, answer the following questions and then compare your answers with your partners'.

1.



Picture. 5.1

...

4.



Picture. 5.4

...

2.



Picture. 5.2

...

5.



Picture. 5.5

...

3.



Picture. 5.3

...

6.



Picture. 5.6

...



A. Lesson Proper



Focus on Listening and Speaking



Task 2

Listen to a dialogue between Ramon and Bayu. After that, answer the following questions. The listening script is in the Appendix.

Situation: Ramon and Bayu are watching television. The breaking news is on, informing that another landslide just occurred.

1. What are Ramon and Bayu talking about?
2. Can we prevent landslides?
3. How can we prevent landslides?
4. What does Ramon feel optimistic about?
5. How do you think trees can prevent landslides?



Picture. 5.7 Landslide



Task 3

Study the following explanation.

In the dialogue between Ramon and Bayu you find the following expressions:

I doubt it.

I don't think ...

Well, I think it's possible to do that.

Yes, I'm pretty optimistic about it.

The first two expressions above are used to say or express doubts and the next two are used to respond to doubts. Here are the expressions that you can use to express doubts.

Expressing doubts	Responding to doubts
I'm not so sure	I feel quite sure about it.
I doubt it.	You just wait and see.
I'm rather doubtful	I'm very optimistic about it.
I don't think	Well, I think it
I don't really believe....	It will be great.



Task 4

Complete the following dialogues with the suitable expression. The first one has been done for you.

1. Asep : Do you think everyone in this country is willing to participate in a reforestation programme?
Martha : I'm not so sure about that. You see, not everybody cares about our mother nature.
2. Sanusi : I can't find any report on tsunami. Can you help me?
Laila : I'm sure you can find some information on it from the encyclopaedia and from the internet. Why don't you try again?
Sanusi :
Laila : Oh, come on ... I'll help you once you've tried again.
Sanusi : Alright.
3. Ayu : ... that we can replant all of the trees that have been cut down. There are just too many trees that have been cut down.
Panji : ... as long as everyone participates in it and illegal logging is stopped.
4. Bayu : Do you think we can prevent tsunami?
Tetelepti : ... I don't think we can stop the nature.
Bayu : ... we can reduce it by planting trees on the beach, building wave breakers, etc.
5. Apis : ... that we can make people realize how important it is to be ready for any natural disaster that may occur.
Adi : I'm sure that they would.



Task 5

What would you say in the following situations?

1. You are unsure that you can persuade your friends to plant at least a tree.
2. You are very certain that planting trees will help prevent floods and landslides.
3. Your friend doubts that he can find a report on a natural disaster.
4. Your friend asks you to help him write a report on earthquake. He is unsure that he can write a report on his own.



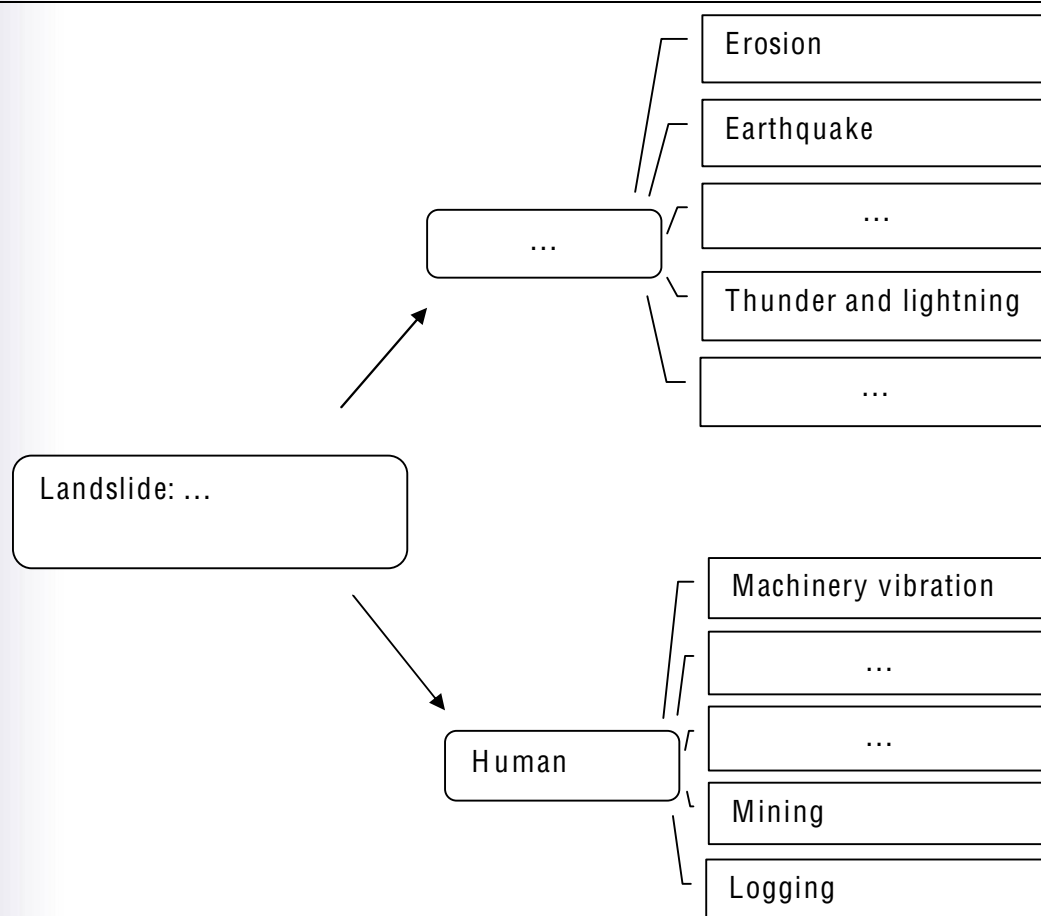
Task 6

In pairs, find the meaning of the following words. Then, listen to the following monologue. After that, complete the following chart. The listening script is in the Appendix.

landslide [ˈlɒndslaɪd] kb	: ...
geological phenomenon	: ...
[dʒiˈɒl dʒiˈkɪ feˈn mɪnˈn] kb	
soil [sɪl] kb	: ...
rock [rɒk] kb	: ...
hill [hɪl] kb	: ...
cliff [klɪf] kb	: ...
mountain [ˈmaʊntən] kb	: ...
erosion [ɪˈrəʒn] kb	: ...
snowmelt [ˈsnəʊ melt] kb	: ...
thunder [ˈtʌndə] kb	: ...
lightning [ˈlaɪtnɪŋ] kb	: ...
blasting [ˈblæstɪŋ] kb	: ...
mining [ˈmaɪnɪŋ] kb	: ...
logging [ˈlɒɡɪŋ] kb	: ...



Picture 5.8 Landslide



**Task 7**

Answer the following questions based on the monologue above.
Compare your answers with a classmate's.

1. What does the monologue tell you?
2. What is landslide according to the monologue?
3. What can cause landslides?
4. What can prevent a landslide which is caused by erosion?

**Task 9**

Study the following dialogue and decide whether the statements are TRUE or FALSE. Correct the false statements.

Laila : What are you doing Adi?

Adi : Oh, Laila you startled me. I was just wondering if we can make our village shadier.

Laila : What do you mean?

Adi : Well, there's hardly any tree in our village and it feels so hot in the dry season and we sometimes have floods in the rainy season.

Laila : Yes, you are right. We should plant trees. I'm sure everyone in the village will agree and help.

Adi : I'm not so sure about that.

Laila : I'm very certain that everyone will help, everyone will benefit from it.

Adi : Yes, I hope everyone will agree to this idea and they will also help.

Statements	True	False	Corrections
1. Adi was thinking when Laila came.			
2. Adi and Laila's village always gets flooded in the rainy season.			
3. Adi is very optimistic that everyone will agree and participate to plant trees.			
4. Laila is very certain that everyone will help.			
5. Adi and Laila live in the same village.			

**Task 8**

Study the following dialogue again and then, act it out in pairs.

**Task 10**

Study the following information and read it aloud as if you are the announcer on the Discovery channel.

TORNADO

A tornado is a violently rotating column of air which is in contact with both a cumulonimbus cloud or, in rare cases, a cumulus cloud base and the surface of the earth. Tornadoes come in many sizes but are typically in the form of a visible condensation funnel, whose narrow end touches the earth and is often encircled by a cloud of debris.



Picture.5.9Tornado

Most tornadoes have wind speeds of 110 mph (177 km/h) or less, are about 250 feet (75 m) across, and travel a few miles (several kilometers) before disappears. Some reach wind speeds of more than 300 mph (480 km/h), stretch more than a mile (1.6 km) across, and stay on the ground for dozens of miles (more than 100 km).

Although tornadoes have been observed on every continent except Antarctica, most occur in the United States. They also commonly occur in southern Canada, south-central and eastern Asia, east-central South America, Southern Africa, north-western and central Europe, Italy, western and south-eastern Australia, and New Zealand.

Adapted from: www.wikipedia.org

**Task 11**

In pairs, take turns asking and answering the following questions.

- You : What is tornado?
 Your partner :
 You : How fast does tornado usually go?
 Your partner :
 You : Where do tornadoes usually occur?
 Your partner :
 You : What is the shape of tornado?
 Your partner :
 You : Where have experts observed tornado?
 Your partner :



Task 12

In pairs, match each of the following words with its meaning. You may consult your dictionary. Then, complete each sentence with the suitable word.

- | | |
|------------|----------------|
| 1. clouds | a. corong |
| 2. debris | b. angin topan |
| 3. funnel | c. awan |
| 4. mile | d. mil |
| 5. tornado | e. reruntuhan |

1. A ... is 1.61 kilometres.
2. Most tornados are in the shape of ...
3. The ... of things in which the tornadoes run through usually flies around the tornado.
4. ... has been observed in all continents except Antarctica.
5. Tornados usually are in contact of with cumulonimbus and cumulus ...



Task 13

Study the following explanation.

In general, stress is the loudness which is given to a syllable in a word. Stress is given to make a syllable in a word clearly pronounced than the others. In English, the signal of stress is ('). You should open your dictionary to find the correct stress of a word. Look at the example.

Words	Pronunciation
1. earthquake	[ˈɛTkwelk]
2. forest	[ˈf rlst]
3. river	[ˈrlv«]
4. village	[ˈvllldZ]
5. volcano	[v lˈkeln«U]

**Task 14**

In pairs, open your dictionary and then find the correct stress of the following words. Then, take turns pronouncing the words. While your partner pronounces each word, listen to him or her carefully and correct your partner if he or she mispronounces the words.

1. advice : [...]	2. nature : [...]
3. disaster : [...]	4. programme : [...]
5. eruption : [...]	6. thank : [...]
7. landslide : [...]	8. tornado : [...]
9. mountain : [...]	10. tsunami : [...]

**Task 15**

Find a text about a natural phenomenon, for example tornado, landslide, volcano, and earthquake in the encyclopedia. Read it and report it briefly to your classmates in groups of four.

**Focus on Reading and Writing****Task 16**

Read the following report. Then, in pairs find the meanings of the following words based on the context. After that, answer the questions.

Earthquake

Earthquake is a sudden shaking of the earth's surface that often causes a lot of damage. It is the result of a sudden release of stored energy in the Earth's crust that creates seismic waves. Earthquakes may happen naturally or as a result of human activities. Smaller earthquakes can also be caused by volcanic activity, landslides, mine blasts, and nuclear experiments.

At the Earth's surface, earthquakes can be seen from the shaking or displacement of the ground. Sometimes, they cause tsunamis, which may lead to loss of life and damage of property. There are two types of earthquake that occurs naturally, they are tectonic and volcanic earthquakes. Tectonic earthquakes are earthquakes that are caused by tectonic plates getting stuck and putting a strain on the ground. The strain becomes so great that rocks give way by breaking and sliding along fault planes. Volcanic earthquakes are earthquakes which are caused by the movement of magma in volcanoes. In volcanic regions earthquakes may be caused both by tectonic faults and by the

movement of magma in volcanoes. Such earthquakes can be an early warning of volcanic eruptions

The size of an earthquake is usually reported using the Richter scale or a related Moment scale. Earthquakes which are 3 on the Richter scale or lower are hard to notice. Whereas, those which are 7 on the Richter scale causes serious damage over large areas.

Adapted from: <http://en.wikipedia.org/wiki/Earthquake>

earthquake [ˈɜːθkwelk] kb	: ...
earth's crust [ˈɜːθ krʌst] kb	: ...
seismic wave [ˈsaɪzmlk welv] kb	: ...
volcanic activity [vɒlˈkɒnlk ˌkʌtɪvɪti] kb	: ...
mine blast [maɪn blɑːst] kb	: ...
nuclear experiment [ˈnjuːkli ɪkˈsperɪmɛnt] kb	: ...
displacement [dɪsˈpleɪsmɛnt] kb	: ...
tectonic earthquake [tekt nɪk ˈɜːθkwelk] kb	: ...
volcanic earthquake [vɒlˈkɒnlk ˈɜːθkwelk] kb	: ...
tectonic plate [tekt nɪk pleɪt] kb	: ...
magma [ˈmægmə] kb	: ...
volcano [vɒlˈkeɪnə] kb	: ...
Richter scale [ˈrɪxtəˈskel] kb	: ...
Moment scale [ˈmɒmɛnt skel] kb	: ...
fault planes [fɔːlt pleɪn] kb	: ...
tectonic faults [tekt nɪk fɔːlt] kb	: ...

Questions

1. What is the text about?
2. What is an earthquake?
3. How many types of earthquakes are there? What causes each of them?
4. What is the measurement used for an earthquake?
5. To be able to cause destruction, how large does an earthquake have to be?

**Task 17**

Complete the following sentences using the words in the box.

earthquake magma tectonic faults	seismic wave displacement tectonic earthquakes	volcanic earthquakes fault planes
--	--	--------------------------------------

1. Earthquake can cause the ... of the ground.
2. is a shock wave which spreads out from the centre of an earthquake.
3. ... are earthquakes that are caused by a volcanic activity.
4. ... is caused by a sudden release of energy from the bottom of the earth's crust.
5. When ... occur earthquake will usually happen.
6. ... is the land along the side of the river.
7. ... are earthquakes that are caused by tectonic activities.
8. The movement of ... can cause an earthquake.

**Task 18**

Study the following explanation.

earthquakes <u>s</u>	magma
landslides <u>s</u>	air
volcanoes <u>s</u>	water
mountains <u>s</u>	soil

The words on the left are countable nouns because we can count them. They have singular and plural forms (with -s/ -es), e.g. mountain and mountains.

Magma, air, water, soil, etc. are uncountable nouns because we cannot count them. They have only one form, e. g. water (not waters).

**Task 19**

Write the plural forms of the following nouns.

Singular	Plural
flood	
tsunami	
lava	
landslide	
ice	
rock	
magma	
rain	
snow	
wind	

**Task 20**

Identify some countable and uncountable nouns in the text in Task 16.

Countable nouns	Uncountable nouns

**Task 21**

In pairs, find the meanings of the following words. Then, read a report on a flood. Then, answer the questions.

absorb [«b`z ɒb] (kkt)	: ...
bank (river bank) [bQNk] (kb)	: ...
flash flood [ˈflʌʃ ˈflʌd] (kb)	: ...
flood [flʌd] (kb)	: ...
natural disaster [ˈnætʃrəl dɪˈzɑːstər] (kb)	: ...
periodic floods [ˌpɪərɪdɪk ˈflʌd] (kb)	: ...
pond [p ɒnd] (kb)	: ...
reservoirs [ˈrezəˈvɔːr] (kb)	: ...
river channel [ˈrɪvər ˈtʃænl] (kb)	: ...



Picture. 5.10 Flood

sewage pipes[ˈsuːldʒ paɪp] (kb) : ...
 storm[st ɜːm] (kb) : ...
 tide [taɪd] (kb) : ...
 vegetation [vedʒɪˈteɪʃn] (kb) : ...



Picture. 5.11 Flood

What is
reported

FLOOD

Flood is an overflow of water that soaks or covers land. Floods are the most frequent type of natural disaster worldwide. It can be caused by several things, naturally and form the effect of human behavior. The most common cause is because of the over capacity of the body of water, e.g. river or lake. As a result some of the water flows outside of the body of water. It can also occur in rivers, when the strength of the river is so high that it flows right out of the river channel. A flood from sea may be caused by a heavy storm, a high tide, a tsunami. or a combination the three.

General
information

Soil and vegetation absorbs most of the surface water, floods happen when there are lack of trees and the soil alone cannot absorb all the water. The water then runs off the land in quantities that cannot be carried in stream channels or kept in natural ponds or man-made reservoirs. A flood can also be caused by blocked sewage pipes and waterways, such as the Jakarta flood.

There are several types of flood. Periodic floods occur naturally on many rivers, forming an area known as the flood plain. These river floods usually result from heavy rain, sometimes combined with melting snow, which causes the rivers to overflow their banks. A flood that rises and falls rapidly with little or no advance warning is called a flash flood.

Specific
information

Adapted from: <http://en.wikipedia.org/wiki/Flood>

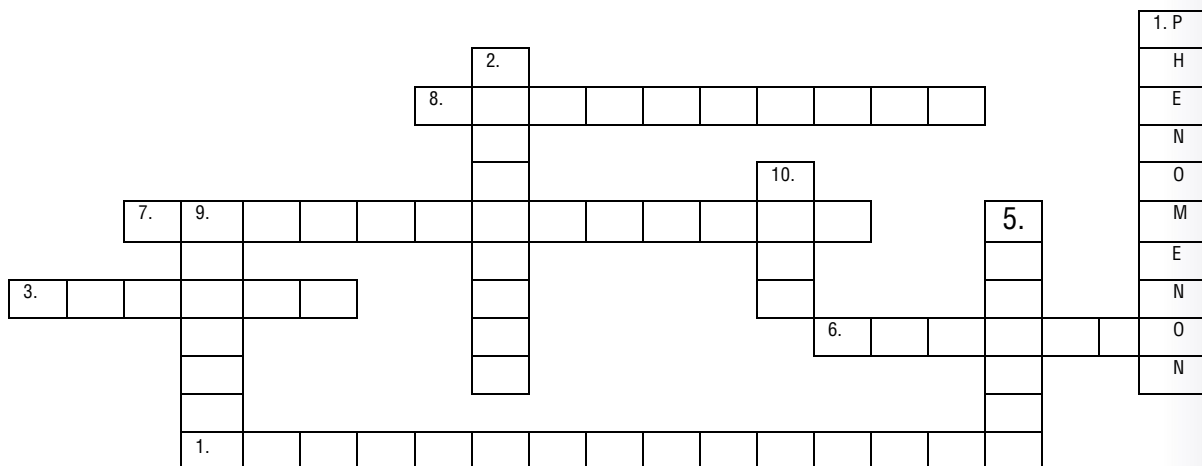
Questions

1. What is the report about?
2. What are the natural causes of flood?
3. What are the human causes of flood?
4. What is periodic flood?
5. What is flash flood?



Task 22

Complete the following crossword puzzle. Then, write the first letter of each of the answer in the space provided. The first one has been done for you.



1. Very remarkable thing that happens.
2. Sudden fall of large amounts of soil and rocks down the side of a mountain.
3. To take in (a liquid, etc.).
4. A disaster caused by natural forces.
5. Loud noise in the air following a flash of lightning.
6. Column of swirling wind.
7. Replanting trees.
8. Shaking of the earth's crust.
9. Wearing away of rock or soil.
10. Earth in which plants grow.

P _ _ _ _ _ _ _ _ _
 1 2 3 4 5 6 7 8 9 10



Picture. 5.12 Tree



F U N S P A C E

How much wood would a woodchuck chuck
 if a woodchuck could chuck wood?

He would chuck, he would, as much as he could,
 and chuck as much wood as a woodchuck would
 if a woodchuck could chuck wood.





Task 23 Study the following explanation.

“It” in lines 2 and 5 (in the text in Task 21) refers to flood.

“It” in line 7 refers to water.

“It” is a pronoun. It is a word to replace a noun or noun phrase. Other pronouns are as follows:

Ketut	he
Sinta	she
I	I
Jatu and me	we
you	you
Sanusi, Danu, Indra	they



Task 24 Complete the sentences with the suitable pronouns.

1. Flood is the most frequent type of natural disaster. ... may be caused by the lack of trees.
2. Earthquake, tornado, food, landslide, tsunami are natural disasters. ... could occur in all parts of the world.
3. Hamam is from Aceh and ... witnessed the tsunami that struck Aceh.
4. My friend and I watched a horrible hurricane on television. ... were very amazed by it.
5. We should always be prepared before any disasters strike because ... are usually unpredictable.



Task 25 Find some information on thunderstorm and write a short report on it.



F U N S P A C E

What has three feet but no legs or arms?

Answer: a yard





C. Homework



Task 26

In pairs, create dialogues based on the following situations. Act them out with your partner. The first one has been done for you.

Situations:

1. You are unsure that everyone in this country will donate some money to help the reforestation programme.



Your friend : Do you think everyone is willing to donate some money to help fund the forestation programme?

You : I doubt it. Not everyone in this country is fortunate enough to give away their money for trees.

2. You are very optimistic that the tsunami warning system will be useful.
3. You doubt that we can stop natural disasters.
4. You believe that if we plant trees we can reduce floods and landslides.
5. You are optimistic that illegal logging can be stopped.



Task 27

Read the following report and answer the questions.

Avalanche is a sudden flow of a large mass of snow or ice down a slope or cliff. Such flows can be destructive of life and property. Avalanches are most common on slopes exceeding 30°, frequently when a deep snow falls suddenly and does not have a chance to cohere, or when a thaw undercuts a blanket of older snow. Pellet like snow (graupnel) is also more prone to avalanche than a fall of ordinary snowflakes. Flows of wind-packed slabs of snow can be especially hazardous.

Many avalanches are small slides of dry powdery snow that move as a formless mass. These "sluffs" account for a tiny fraction of the death and destruction wrought by their bigger, more organized cousins. Disastrous avalanches occur when massive slabs of snow break loose from a mountainside and shatter like broken glass as they race downhill. These moving masses can reach speeds of 80 miles (130 kilometers) per hour within about five seconds. Victims caught in these events seldom escape. Avalanches are most common during and in the 24 hours right after a storm that dumps 12 inches (30 centimeters) or more of fresh snow. The quick pileup overloads the underlying snowpack, which causes a weak layer beneath the slab to fracture. The layers are an

archive of winter weather: Big dumps, drought, rain, a hard freeze, and more snow. How the layers bond often determines how easily one will weaken and cause a slide.

Storminess, temperature, wind, slope steepness and orientation (the direction it faces), terrain, vegetation, and general snowpack conditions are all factors that influence whether and how a slope avalanches. Different combinations of these factors create low, moderate, considerable, and high avalanche hazards.

Taken from: 1. <http://science.nationalgeographic.com>

2. "Avalanche." Microsoft® Student 2007 [DVD]. Redmond, WA: Microsoft corporation, 2006.

Questions

1. What is the text about?
2. What is an avalanche?
3. What causes an avalanche to occur?
4. How fast can an avalanche go?
5. When does an avalanche usually occur?



Task 28

In pairs, find two reports on the following phenomena and then answer the questions.



Picture. 5.13 Volcano



Picture. 5.14 Forest fire

Questions

1. What is the report about?
2. What are the causes?
3. What are the effects?
4. What should we do to prevent the disaster?



D. Evaluation



Task 29

Work in pairs, and then discuss some natural disasters happening in Indonesia. Each of you should give suggestions on how to prevent the disaster. Express your doubt and/or optimism regarding the effectiveness of your partner's suggestions.



Task 30

In pairs, create dialogues based on the following situations.

1. Your father is wondering about rubbish in the river near your home. Your father says that a campaign to promote clean rivers should be held. You doubt the effectiveness of his idea.
2. Your brother is going to have a vacation to Mount Merapi in Yogyakarta. You tell him not to go because it is still active. However, your brother doubts that it will erupt.



Task 31

Read the report and choose the correct answer to every question below.

Tsunami, Japanese word meaning “harbour wave,” used as the scientific term for a class of abnormal sea wave that can cause catastrophic damage when it hits a coastline. Tsunamis can be generated by an undersea earthquake, an undersea landslide, the eruption of an undersea volcano, or by the force of an asteroid crashing into the ocean. The most frequent cause of tsunamis is an undersea earthquake.

A tsunami can have wavelengths, or widths (the distance between one wave crest to the next), of 100 to 200 km (60 to 120 mi), and may travel hundreds of kilometres across the deep ocean, reaching speeds of about 725 to 800 km/h (about 450 to 500 mph). A tsunami is not one wave but a series of waves. In the deep ocean, the waves may be only about half a meter (a foot or two) high. People onboard a ship passing over it would not even notice the tsunami. Upon entering shallow coastal waters, however, the waves may suddenly grow rapidly in height. When the waves reach the shore, they may be 15 m (50 ft) high or more. Tsunamis can also take the form of a very fast tide or bore, depending on the shape of the sea floor.

Tsunamis have tremendous force because of the great volume of water affected and the speed at which they travel. Just a cubic yard of water, for example, weighs about

one ton. Although the tsunami slows to a speed of about 48 km/h (30 mph) as it approaches a coastline, it has a destructive force equal to millions of tons. Tsunamis are capable of obliterating coastal settlements.

Taken from: Microsoft ® Encarta ® 2007. © 1993-2006 Microsoft Corporation. All rights reserved.

1. What is the topic of the text?
 - a. natural disasters
 - b. catastrophes
 - c. tsunamis
 - d. storm surges
2. The following causes tsunami, EXCEPT
 - a. flood
 - b. undersea earthquake
 - c. undersea landslide
 - d. undersea volcano eruption
3. How fast can a tsunami go?
 - a. About 48 km / h.
 - b. About 100 to 200 mph.
 - c. Around 450 to 500 mph.
 - d. Around 725 to 800 mph.
4. How tall can a tsunami be when it reaches the shore?
 - a. A half a metre.
 - b. Two feet.
 - c. Fifteen feet.
 - d. Fifty feet.
5. The following is another name for tsunami.
 - a. storm
 - b. tide
 - c. wave
 - d. tidal wave

**Task 32**

In pairs, write a report on forest fire. Include information of the following Points.

What a forest fire is

The causes of forest fires

Human's behaviour that leads to forest fires

Ways to prevent forest fires

**E. Reflection**

How much do you learn from this unit? Put a tick (•) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Expressing doubts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to doubts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**F. Summary**

In this unit you learn:

1. How to express and respond to doubts.

Expressing doubts	Responding to doubts
I'm not so sure ...	I feel quite sure about it.
I doubt it.	You just wait and see.
I'm rather doubtful ...	I'm very optimistic about it.
I don't think	Well, I think it
I don't really believe...	It will be great.

2. Reports (see Unit 4)

3. Pronouns

Pronouns are words to replace other nouns or noun phrases. Common pronouns in English are he, she, they, I, you, we, and it.

4. Countable and uncountable nouns

earthquakes	magma
landslides	air
volcanoes	water
mountains	soil

The words on the left are countable nouns because we can count them. They have singular and plural forms (with -s/-es), e.g. mountain and mountains.

Magma, air, water, soil, etc are uncountable nouns because we cannot count them. They have only one form, e. g. water (not waters).



C. Vocabulary List

bank (river bank) [bQNK] kb	: tanah sepanjang tepi sungai
displacement [dls'plelsm«nt] kb	: pergeseran
fault planes [f lt pleln] kb	: lempeng bumi yang bergeser
flash flood [ˈflʌʃ ˈflʌd] kb	: pasang surut
mine blast [maɪn blaɪst] kb	: peledakan tambang
moment scale [ˈm«m«nt skell] kb	: skala momen
nuclear experiment [ˈnjuːkli« lkˈsperlm«nt] kb	: percobaan nuklir
periodic floods [piəriˈdlk flʌd] kb	: banjir berkala
pond [p nd] kb	: danau kecil/kolam
reservoirs [ˈrez«vwA] kb	: waduk/danau buatan
river channel [ˈrlv« ˈtʃQnl] kb	: terusan sungai
seismic wave [ˈsalsmɪk welv] kb	: gelombang sesemik
sewage pipes [ˈsuːɪdʒ paɪp] kb	: saluran/pipa pembuangan
tectonic earthquake [tekt nlk ˈt«ktwelk] kb	: gempa tektonik
tectonic faults [tekt nlk f lt] kb	: proses patahnya lempeng bumi
tectonic plate [tekt nlk pleɪt] kb	: lempengan tektonik
volcanic earthquake [v lˈkQnlk ˈt«ktwelk] kb	: gempa vulkanik

Semester 1 Review

I. Choose the suitable expression to complete the short dialogues.

1. Hereka : What do you think of my new tie dye shirt?

Retno : ... Did you make it on your own?

Hereka : Yes, I did.

- a. I doubt it.
- b. Can you show me how to make tie dye shirt?
- c. Certainly!
- d. Wow, it's great!

2. Laila : ...

Sanusi : Sure. I said that you should mix all of the ingredients together.

Laila : Oh, alright. Thanks.

- a. Could you repeat that again?
- b. Repeat!
- c. Really?
- d. Are you sure?

3. Hereka : ...

Retno : Of course, that's all you need to do.

- a. Are you sure that's all the steps?
- b. Sure.
- c. Certainly.
- d. Of course, that's all you need to do.

4. Asep : ...

Ida : Thank you. I made it from recycled paper.

- a. Wow, that's awesome!
- b. Are you sure that's all of the steps?
- c. Don't mention it.
- d. Thanks, Ida.

5. Fredy : ...

Adi : We'll see. I'm sure we can finish our assignment just on time.

- a. I'm sure that we can do this.
- b. Are you sure?
- c. I doubt that we can finish our assignment.
- d. Really?

6. Ratu : Let's ask everyone in our class to help clean the beach.
Ketut : ... that they are willing to. Not everyone cares for our nature.
Ratu : Yeah, but it's worth trying.
a. Mmm..
b. Certainly
c. Really
d. I doubt
7. Panji : Really?
Bayu : ...
a. Right.
b. Really.
c. Absolutely.
d. Are you sure?
8. Ramon : ...
Danias : Sure. The fourth step is to check the printer's name. Click the small arrow printer that you're using.
a. Could you repeat the fourth step?
b. Sure.
c. Will you help me, please?
d. OK, thanks.
9. Yapis : Type the number of copies that you wanted to print. Then, click "OK".
Retno : ... is that it?
Yapis : Yes that's all.
a. Mmm...
b. Yup, that's all
c. Thanks so much
d. Anytime
10. Ratu : I don't think we can clean the river.
Ketut :
a. OK
b. I'm sure we can do it
c. Mmm...
d. Don't mention it
11. Adi : Are you sure?
Iwan : ...
a. I doubt it.

- b. I'm uncertain about it.
- c. I'm sure.
- d. Are you sure?

12. Ajeng :

Danias : Yes, I'm also very disappointed with what careless people done to the nature.

- a. That's very disappointing
- b. I agree
- c. I doubt it
- d. I'm sure

13. Bonar : Is it possible to make other people aware of the loss that they can cause?

Putri : ... I don't think we can make everyone aware of their damaging action.

- a. OK.
- b. What was that again?
- c. I'm very certain about it.
- d. I'm not so sure about it.

14. Laila : Then, cut shapes from unused paper or magazine to decorate the card.

Diah :

- a. I don't know
- b. I doubt it
- c. I'm perfectly sure
- d. Right

15. Diah : Wow, the card that you've made is beautiful.

Laila :

Diah : Yes, I'm perfectly sure.

- a. Are you sure?
- b. This is terrific.
- c. This is awesome.
- d. Oh, no!

- II. Read the text and choose the correct answer for every question below.
Questions 11-15 are based on the manual below.

How to operate a blender

- ◆ Make sure the switch is off.
- ◆ Place ingredients into the blender container. Add some water if needed.
- ◆ Put the lid on.
- ◆ Place the container on the motor housing.
- ◆ Plug in the cable.
- ◆ Select one of two speed buttons as required. Use PULSE switch for precision blending. When adding ingredients or seasonings, remove the small lid for adding things in the middle of the blender lid.
- ◆ After grinding, press the switch off.
- ◆ Unplug the cable.

16. What does the manual tell you?
- a. How to grind.
 - b. How to use a blender.
 - c. How to make use a refrigerator.
 - d. How to operate a mixer.
17. What do we press when we want a very smooth result?
- a. Off switch.
 - b. On switch.
 - c. One switch.
 - d. Pulse switch.
18. How many speed buttons are there?
- a. One.
 - b. Two.
 - c. Three.
 - d. Four.
19. What is the purpose of the text?
- a. To describe something.
 - b. To instruct something.
 - c. To narrate a story.
 - d. To argue on something.

20. Do you always have to add water?
- Of course.
 - No.
 - Yes.
 - Certainly.
21. Use PULSE switch for precision blending. The word which is not the synonym of the underlined word, EXCEPT....
- fine
 - well
 - chunks
 - excellent
22. What do we do when we want to add something in the blender?
- Open the lid.
 - Open the small closure on the lid.
 - Plug in the cable.
 - Place the container on the motor housing.
23. When do we plug the cable in?
- Before placing the container on the motor housing.
 - Before putting the lid on.
 - After placing the container on the motor housing.
 - After pressing the switch on.
24. The following are the synonyms of lid, EXCEPT....
- cover
 - top
 - close
 - cap

Questions 16-20 are based on the following text.

ORANGUTAN

Orangutans or *Pongo pygmaeus* belong to the Primate order. The orangutan spends most of its time in trees. Each evening it builds a new treetop nest. They are endangered because of habitat lost and poachers keep on killing, owning, and exporting orangutans.

They only live on the island of Borneo and in the northern corner of the island of Sumatra.

Orangutans are characterized by rough, long, reddish-brown fur. Male orangutans

are about 95 cm (37 in) in length and about 77 kg (170 lb) in weight. Females are smaller, reaching about 78 cm (31 in) in height and weighing only about 37 kg (81 lb). The male has puffy cheeks and a hanging throat-pouch. This pouch contains air sacs that help produce a groaning, bubbling call, which can be heard at least 1 km (0.6 mi) away.

Half of the orangutan's diet consists of fruit, but they also eat young leaves, soft inner bark, termites, eggs, and occasionally monkeys.

When a female is ready to mate, she will seek out an adult male. Orangutan are mammals; females give birth to a single infant about once every four to eight years. The gestational period for orangutans is just under nine months, nearly the same as in human beings. Infants stay very close to their mothers for the first three years until they don't consume their mother's milk.

Adapted from: Microsoft ® Encarta ® 2006. © 1993-2005 Microsoft Corporation. All rights reserved.

25. Why are orangutans endangered?

- a. Habitat lost and hunting.
- b. Hunting and helping.
- c. Killing and reserving.
- d. Habitat lost and saving.

26. What is the male's throat-pouch for?

- a. Digesting.
- b. Keeping food.
- c. Producing a loud groaning and bubbling call.
- d. Produce bubbling call and keeping food.

27. Where are the orangutans' habitats?

- a. Only in Borneo island.
- b. Only in the Java island.
- c. In Borneo and Sumatra island.
- d. In Borneo, Sumatra, Kalimantan island.

28. How often do orangutans give birth?

- a. Once a year.
- b. Twice a year.
- c. Once every three years.
- d. Once every four to eight years.

29. How long do orangutan babies consume their mother's milk?

- a. Nine months.
- b. Three months.
- c. Three years.
- d. One year.

30. "Infants stay very close to their mothers for the first three years." The underlined word means
- Orangutan babies
 - Orangutans
 - adult orangutans
 - old orangutans
31. What is the function of the first paragraph?
- Explaining what orangutan is.
 - Explaining orangutans' diet.
 - Explaining orangutans' habitat.
 - Explaining orangutans' anatomy.
32. What is the third paragraph about?
- What orangutan is.
 - Orangutans' diet.
 - Orangutans' habitat.
 - Orangutans' anatomy.
33. "When a female is ready to mate, she will seek out an adult male." The underlined word refers to
- an orangutan baby
 - male orangutans
 - adult female orangutans
 - female orangutans
34. What does the last paragraph tell you?
- Orangutan's habitat.
 - Orangutan's diet.
 - Orangutan's reproduction.
 - Orangutan's anatomy.
35. The word "poacher" means
- hunter
 - animal saver
 - pet lover
 - animal lover

INFORMATION TECHNOLOGY

Before having a conversation with someone, sometimes you need to attract his/her attention. Do you know how to do it?

People always want to share news that they have got with others, especially the interesting one. Do you happen to know how to tell interesting news effectively?

Do you like watching television, listening to the radio, or accessing the internet? From those media, you can get a lot of information. In this unit, you will be exposed to reports on information technology facilities. Besides reading reports, you will have the opportunity to write your own reports on IT facilities which interest you most through fun tasks.



A. Lead-in



Task 1

Name each information technology facility below.



Picture 6.1



Picture 6.2



Picture 6.3



Picture 6.4



Task 2

Answer the following questions based on your knowledge. Share your answers with your classmates in groups of four.

1. Which facilities are you familiar with?
2. Which facilities are you interested in?
3. Which facilities do you find difficult to use?
4. Which facilities do you usually use in your daily life?
5. How do you usually tell news to your relatives who live far away?



B. Lesson Proper



Focus on Listening and Speaking



Task 3

Listen to the dialogue between a lady, a policeman, and Adi. Notice how the lady and Adi attract the policeman's attention. Then, answer the questions. The listening script is in the Appendix.

Situation: A lady reports to a policeman that she has lost her mobile phone. Fortunately, Adi finds the mobile phone. He gives it to the policeman, and the policeman gives it back to the lady.

Questions

1. What is the lady's problem?
2. What does the lady do when she knows that her mobile phone is gone?
3. Who finds the lady's mobile phone?
4. How does the lady attract the policeman's attention? What does she say?
5. How does Adi attract the policeman's attention? What does he say?



F U N S P A C E

Necessity is the mother of invention.

The need for something forces people to find a way of obtaining it.



Task 4

Study the following expressions.

In the dialogue between a lady, a policeman, and Adi in Task 3, you find two expressions which are used to attract someone's attention.

1. The lady says EXCUSE ME, OFFICER.
2. Adi says SIR.

You can use other expressions to attract someone's attention, for example:

In formal situations	In informal situations
May I have your attention?	Sorry.
Excuse me.	Hi.
Good morning. (Greetings)	Harry. (names)
	Look! (and other imperatives)



Task 5

Listen to some short dialogues and then write down the expressions of attracting someone's attention you find in the dialogues. The listening script is in the Appendix.



Picture 6.5



Picture 6.6



Picture 6.7

Expressions to Attract Someone's Attention	
1. Dialogue 1	
2. Dialogue 2	
3. Dialogue 3	



Task 6

Listen to a report on the internet and then complete the following points to check your comprehension. The listening script is in the Appendix.

1. What the internet is

2. How the internet connects people

3. What the internet can do

4. What the internet provides people with

5. Forms of messages the internet can send



Picture 6.8
Internet computer



Task 7

In pairs, study the following dialogue and then answer the questions to check your comprehension. After that, act it out with your partner.

- Wayan Legawa : Hi, Ida. Have you heard about our English homework?
 Ida : Our English homework? What is it?
 Wayan Legawa : It's interesting. Mrs Hayati wants us to submit it through e-mail.
 Ida : E-mail? That'll be great.
 Wayan Legawa : Do you think it would benefit us?
 Ida : Yes, of course. We can search for a lot of information in the internet while submitting our assignments or homework. You have got an e-mail account, haven't you?
 Wayan Legawa : Yes. But... I haven't opened my e-mail for three months. I think it's already blocked.
 Ida : Don't worry. I can help you unblock your e-mail.
 Wayan Legawa : Really? Thank you very much.
 Ida : No worries.

Questions

1. What are they talking about?
2. What is the interesting news?
3. What benefit will they get according to Ida?
4. What does Wayan Legawa worry about?
5. How does Wayan Legawa tell Ida the interesting news? What does he say?



Task 8

In pairs, study the following expressions.

In the dialogue between Wayan Legawa and Ida, you find an expression to tell interesting news. Wayan Legawa says IT'S INTERESTING to tell Ida the he has got interesting news. There are many other expressions you can use to tell interesting news, for example:

In formal situations	In informal situations
I announce that....	I have interesting news.
This is our great pleasure that....	I have excellent news.
	Marvellous, there....



Task 9

Complete the following dialogues with suitable expressions (to tell interesting news) based on the clue (picture).

1.

Adi, _____

Our school has a website on the internet.



What is it?

Picture 6.9

2.



Picture 6.10

_____ there will
be extra payment for you all
on your great job.

3.

Guys, _____

It's a music concert.
Many famous
musicians will
come.



Picture 6.11

What is it?

4.

Elizabeth, _____

I've found that the
prices of the computers
in the exhibition are
30% lower than normal
ones.



Picture 6.12

What's so
interesting?

5.

Sanusi _____

I've found a site containing cool pictures of football players and we can download them for free.

What's so interesting?



Picture 6.13



Task 10 Study the following rule.

In the dialogue between Wayan Legawa and Ida, you find that the, that, think, month, through, and three are pronounced differently.

[T]	[D]
think [TINK]	the [D« or DI]
through [Truθ]	that [DQt]
three [Tri]	
month [m ^h nT]	



Task 11 Pronounce the words and classify whether they are pronounced [T] or [D].

thus	Thursday	strength	then
thunder	bath	theory	within
myth	thin	brother	nothing

[T]	[D]
...	...
...	...

...	...
...	...



Task 12

In pairs, complete the following dialogue with suitable expressions and then act it out with your partner.

- Putri : I've got something to tell you.
 Fredy : Interesting? What is it about?
 Putri : It's about our school. It's great, you know.
 Fredy : You must be joking. It's wonderful. We can access ... from the internet.
 Putri : All students are allowed to use the internet during the school hours.
 Fredy : Yes. I'll tell others about it.
 Putri : You're welcome.



Task 13

In pairs, perform a short dialogue based on the following situation.

In the near future your parents are going to install internet connection for your computer and it can help you do your homework and assignments. You tell your classmates this interesting news.



Task 14

Work in pairs and choose two of the following information technology facilities and then tell interesting news on them. You are free to tell any interesting news about the facilities. Tell the news to your partner.



Picture 6.14 Mobile Phone



Picture 6.15 Floppy Disk



Picture 6.16 Yahoo Mobile



Picture 6.17 Flash Disk



Task 15

Read the following report on e-mail and then complete the summary. Present your summary to the class orally. The questions may help you make your summary more organized.

E-MAIL

E-mail is a popular communication facility. Every day, people in this world who have internet access send billions of e-mail messages. E-mail can send any messages around the world.

An e-mail is simply only a text message. In the beginning and even today, e-mail messages contain a short piece of text. At present, attachment makes many e-mail messages quite longer. With attachments, e-mail messages continue to be more sophisticated. It can send audio files, audio-video files, pictures, documents, etc.

People can register to a certain email service provider. They will get their email address in the format of ---- (email account)@---(email service provider). The “@” sign is to indicate that the user is 'at' some service provider.

With the World Wide Web, email starts to be made available with friendly web by providers such as Yahoo and Hotmail. Now, e-mail is usually without charge. Everyone has at least one email address. At present, e-mail is used by not just millions, but hundreds of millions of people.

Adapted from: www.howstuffwork.com

Summary

1. What is e-mail?

2. How does e-mail deliver messages to the recipient?

3. What is an attachment in e-mail?



Task 16

In groups of five, play a game. The rule is simple. Your teacher has five pictures of IT facilities. Your job is to guess the items. You are allowed to ask only 5 questions for each item. The questions are about its size, shapes, etc. Write the items in the table below. Write the clues that lead to your guess.

No	Items	Clues
1.		
2.		
3.		
4.		
5.		



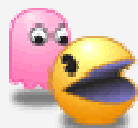
Focus on Reading and Writing



Task 17

In groups of four, answer the following questions based on your knowledge.

1. Are you familiar with SMS?
2. How often do you usually send SMS?
3. To whom do you usually send SMS?
4. Do you have any idea about how SMS works?
5. Do you know features of SMS?



F U N S P A C E

Which letter is always trying to find reasons?

Answer: Y



Task 18

Read the following report on e-mail and find the meanings of the words in the box based on the context. Then, read again the text and answer the questions. You may work in pairs.

SMS (Short Message Service)

SMS (Short Message Service) is a communications system which exchanges short text messages between mobile telephone devices. The SMS facilitates the development and growth of text messaging.

Messages are sent to a Short Message Service Centre (SMSC) which provides a store-and-forward mechanism. It attempts to send messages to their recipients. If a recipient is not reachable, the SMSC queues the message for later retry. Some SMSCs also provide a "forward and forget" option where message delivery is tried only once. Message delivery is best effort, so there are no guarantees that a message will actually be delivered to its recipient. Delay or complete loss of a message is not uncommon, particularly when sending between networks. Users may choose to request delivery reports, which can provide confirmation that the message has reached the intended recipient.

The maximum single text message size is either 160 7-bit characters, 140 8-bit characters, or 70 16-bit characters. Characters in languages such as Arabic, Chinese, Korean, Japanese or Slavic languages (e.g., Russian) must be encoded using the 16-bit UCS-2 character encoding.

Larger content (known as "long SMS" or multipart or segmented SMS) can be sent using multiple messages, in which case each message will start with a user data header (UDH) containing segmentation information. Long messages are often billed as equivalent to multiple SMS messages.

Adapted from: www.wikipedia.org

Words	Meanings
1. confirmation [k nf«`melʃn] kb	...
2. delay [dl`lel] kb	...
3. delivered [dl`llv«d] ks	...
4. development [dl`vel«pm«nt] kb	...
5. device [dl`vals] kb	...
6. exchange [lks`tselndZ] kb	...
7. intended [ln`tendld] ks	...
8. provide [pr«`vald] kkt	...
9. queue [kju«] kkt	...
10. recipient [rl`slpi«nt] kb	...

Questions

1. The text is about
 - a. the benefit of SMS
 - b. how text messages are delivered to the recipient
 - c. SMS and its features
 - d. SMS bill
2. What does SMS technology do to facilitate people to communicate with others?
 - a. It exchanges short text messages between mobile phones.
 - b. It streams video to television.
 - c. It delivers sounds using electromagnetic waves.
 - d. It sends messages through the internet.
3. In sending SMS, some operators use transmission which tries only once called
 - a. store and forward
 - b. forward and forget
 - c. store and forget
 - d. forward and save
4. To get a positive confirmation that the message has reached the intended receiver, we can request for
 - a. SMS bill
 - b. reply
 - c. store and forward mechanism
 - d. delivery report
5. "Message delivery is best effort." (paragraph 2)
The sentence implies that
 - a. every SMS that we send will always deliver to the recipients
 - b. there are some SMSs which might be delayed or not sent to the recipients
 - c. some SMSCs have the authority not to deliver certain messages
 - d. almost all SMSCs find it difficult to deliver SMSs
6. What does the third paragraph tell us about?
 - a. The number of characters in an SMS.
 - b. SMS bill.
 - c. The main feature of SMS.
 - d. Mobile phone.
7. "Long messages are often billed as equivalent to multiple SMS messages." (last paragraph)
The sentence means

- a. long SMS is billed as one single SMS
 - b. people will not get extra charge when using long SMS
 - c. every SMSC has different rules in billing long SMS
 - d. the SMS is billed per 160 characters even though you can send more characters
8. "It attempts to send messages to their recipients." (paragraph 2)
The word "it" in the sentence refers to....
- a. the SMSC
 - b. the forward and forget mechanism
 - c. the store-and-forward mechanism
 - d. the mobile phone
9. The word request in paragraph 2 is similar in meaning to
- a. ask for
 - b. get
 - c. collect
 - d. disappear
10. The word multiple in the last paragraph is opposite in meaning to
- a. numerous
 - b. many
 - c. several
 - d. few

Notes

The text above is a report text. It explains what SMS is as well as its features. The main elements of the text are general information about the subject and its specific features.



Task 19

Decide whether the following statements are TRUE or FALSE based on the report on SMS in Task 18. Correct the FALSE ones.

Statements	T	F	Corrections
1. SMS is a medium of communication through mobile phone.			...
2. SMS can send text, audio, and even video messages.			...

3. When we send an SMS, we send it directly to the mobile phone we aim at.			...
4. Delivery report provides confirmation that the message has reached the intended recipient.			...
5. Long messages are often billed as equivalent to a single SMS message.			...



Task 20

In pairs, read the text about e-mail in Task 18 again and then find the main idea of each paragraph.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

**Task 21**

Search for as many words related to information technology as possible in the following box. Share the words you find with a classmate.

C	O	M	P	U	T	E	R	M	R	M	U	M	G	M
M	N	E	T	W	O	R	K	F	Y	I	D	E	F	A
I	D	N	E	I	N	S	T	A	L	L	G	M	J	M
N	I	M	N	N	M	S	M	F	M	A	D	A	S	F
F	S	N	N	T	G	A	G	W	E	B	S	I	T	E
O	C	M	D	E	M	C	D	M	S	A	A	L	E	A
R	O	S	F	R	F	C	G	H	I	C	A	B	L	E
M	V	M	S	N	M	E	S	M	G	M	N	M	E	D
A	E	G	Z	E	K	S	T	O	I	M	F	X	V	C
T	R	M	J	T	M	S	Y	M	G	M	G	M	I	X
I	Y	F	A	C	S	I	M	I	L	E	B	G	S	V
O	Z	M	Z	M	Z	M	C	M	X	R	A	D	I	O
N	B	M	E	C	H	A	N	I	S	M	M	B	O	X
S	S	H	J	K	L	T	E	L	E	P	H	O	N	E

**Task 22**

In pairs, read a report on World Wide Web and then answer the questions.

World Wide Web

The World Wide Web, or simply Web, is a way of accessing information over the medium of the Internet. It is an information-sharing model that is built on top of the Internet.

The Web uses the HTTP protocol, only one of the languages spoken over the Internet, to transmit data. Web services, which use HTTP to allow applications to communicate in order to exchange business logic, use the Web to share information.

The Web also utilizes browsers, such as Internet Explorer or Netscape, to access Web documents called Web pages that are linked to each other via hyperlinks. Web documents also contain graphics, sounds, text and video.

Through keyword-driven Internet research using search engines, like Google, millions worldwide have easy, instant access to a vast and diverse amount of online information. Compared to encyclopedias and traditional libraries, the World Wide Web has enabled a sudden and extreme decentralization of information and data.

Adapted from www.wikipedia.org

Questions

1. What is the World Wide Web according to the text?
2. What is the use of HTTP in a Web?
3. What does the internet use to access Web documents called Web pages?
4. ...instant access to a vast and diverse amount of online information.
What are the Indonesian equivalents of the words VAST and DIVERSE?
5. Compared to encyclopedias and traditional libraries, the World Wide Web has enabled a sudden and extreme decentralization of information and data (the last sentence).
What does the sentence mean?



Task 23

Study the report on World Wide Web in Task 22 again and then in groups of four, write a similar report on Voice Telephony (VoIP). You may find texts in the library, newspapers, or other sources for information about VoIP. You can refer to the following questions as your guideline in writing your report.

Questions

1. What do VoIP and IP stand for?
2. Is VoIP equivalent to traditional telephone? Why?
3. What are the benefits of VoIP?
4. What are the problems of VoIP?
5. What is people's response to the development of VoIP and who uses VoIP nowadays?



Task 24

In pairs, imagine an information technology facility you dream of. Write down everything you want about the facility, for example how it should work and the way you want to use it. Read the description to your class.

1. How it works

2. How it connects people

3. The features it has

4. Who can use the facility
5. Other things about the facility



C. Homework



Task 25

In pairs, watch a TV programme or a movie and then note down expressions to attract someone's attention and to tell interesting news you find in the programme.



Task 26

In pairs, read the following report and then answer the questions. Compare your answers with your classmates'.

FLOPPY DISK

A floppy disk is a thin piece of magnetisable material inside a protective envelope. The size of the disk is usually given as the diameter of the magnetic media, with the two most common sizes being 5.25 inch and 3.5 inch. Although both sizes are called floppies, the name actually comes from the 5.25-inch size, in which both the envelope and the disk itself are thin enough to bend easily.

Both sizes of floppies are removable disks—that is, they must be inserted into a compatible disk drive in order to be read from or written to. This drive is usually internal to, or part of, a computer. Inside the drive, a motor spins the disk inside its envelope and a read/write head moves over the surface of the disk on the end of an arm called an actuator. The head in the floppy drive is much like that in a tape recorder. To record information, the head magnetizes a small area on the surface of the disk in a certain direction. To read information stored on the disk, the disk controller—circuitry that controls the disk drive—directs the actuator to the location of the information on the disk. The head then senses the direction of magnetization of a small area on the disk and translates this into a signal that gets stored in RAM until the CPU retrieves it. Most floppy drives today are double sided, with one head on each side of the disk. This doubles the storage capacity of the disk, allowing it to be written to on either side.

Information is organized on the disk by dividing the disk into tracks and sectors. Tracks are concentric circular regions on the surface of the disk; sectors are pie-shaped wedges that intersect each of the tracks, further dividing them. Before a floppy disk can be used, the computer must format it by placing special information on the disk that enables the computer to find each track and sector.

Microsoft © Encarta © 2006. © 1993-2005 Microsoft Corporation. All rights reserved.

Questions

1. What is the report mainly about?
2. What is the main feature of floppy disk?
3. How does it work according to the text?
4. How do people utilize it?
5. Who uses the facility nowadays?



Task 27

In groups of four, write a simple report on one of the following IT facilities. You can use the questions as your guideline in developing the report.

Television
Radio

Mobile phone
Facsimile

Questions

1. What is the report mainly about?
2. What is the main feature of the facility?
3. How does it work according to the text?
4. How do people utilize it to send messages to others?
5. Who uses the facility nowadays?



D. Evaluation



Task 28

In pairs, make dialogues based on the following situations.

1. You have found important information about a report you are doing from the internet. You are trying to tell your friend about it.
2. You have got two tickets to the computer exhibition. You are trying to tell one of your friends about it. You also want to ask her to company you to the exhibition.
3. You have some information on a new type memory. It runs faster than the previous model and it is cheaper. You tell your friends about this interesting news so they can switch to this new hardware.



Task 29

Read the report on streaming video below and then answer the questions.

STREAMING VIDEO

Streaming video is a sequence of "moving images" that are sent in compressed form over the Internet and displayed by the viewer as they arrive. Streaming media is streaming video with sound. With streaming video or streaming media, a Web user does not have to wait to download a large file before seeing the video or hearing the sound. Instead, the media is sent in a continuous stream and is played as it arrives. The user needs a player, which is a special program that uncompresses and sends video data to the display and audio data to speakers. A player can be either an integral part of a browser or downloaded from the software maker's Web site.

Streaming video is usually sent from prerecorded video files, but can be distributed as part of a live broadcast "feed." In a live broadcast, the video signal is converted into a compressed digital signal and transmitted from a special Web server that is able to do multicast, sending the same file to multiple users at the same time.

Adapted from:

http://searchunifiedcommunications.techtarget.com/sDefinition/0,,sid186_gci213055,00.html

Questions

1. What does streaming video send in compressed form over the internet?
 - a. Text messages via mobile phones.
 - b. Sequence of moving pictures.
 - c. Text messages plus attachment.
 - d. A Web.
2. What is the main benefit of streaming video?
 - a. Users can send text messages to others.
 - b. Users can call others using the internet.
 - c. Users should not download the file before seeing the video.
 - d. Users can access much information via HTTP.
3. Why do the users need a player?
 - a. To play the video and audio data.
 - b. To browse many other Webs.
 - c. To call others through VoIP.
 - d. To attach more files to the messages.

4. "A player can be either an integral part of a browser or downloaded from the software maker's Web site." (paragraph 1)
The sentence implies
- Users cannot play the video if there is no player available on the Web
 - Every video has an integrated player
 - Users cannot download any player software unless they are the Web's maker
 - Not all players are available on the Web
5. "...sending the same file to multiple users at the same time." (paragraph 2)
The word multiple is similar in meaning to
- hardly
 - numerous
 - average
 - normal



E. Reflection

How much do you learn from this unit? Put a tick (•) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Attracting someone's attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling interesting news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding report texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing report texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



F. Summary

In this unit you learn:

1. How to attract someone's attention, for example:

In formal situations: I beg your pardon... May I have your attention...? Excuse me... Could I mention that...?	In informal situations: Sorry Hi Harry (Names) Look (and other imperatives)
---	---

2. How to tell interesting news, for example:

In formal situations I announce that... This is our great pleasure that...	In informal situations I have big news I have excellent news marvelous, there is ...
---	---

3. Report texts

A report text consists of general information of the item and specific features of the item discussed. The social function of report texts is to present information about something.



G. Vocabulary List

access [ˈQkses] kb	: akses
attachment [ˈtQt\$M«nt] kb	: lampiran
certain [ˈs«rtIn] ks	: tertentu
charge [t\$ArdZ] kb	: biaya
delay [dlˈlel] kb	: penundaan
deliver [dlˈllv«] kkt	: menyampaikan
development [dlˈvel«pm«nt] kb	: perkembangan
diverse [dalˈv«rs] ks	: bermacam-macam
download [ˈdaUnl«Ud] kkt	: mengunduh
exchange [lksˈt\$elndZ] kb	: pertukaran
guarantee [gQr«nˈtiŋ] kkt	: menjamin
protocol [ˈpr«Ut«k l] kb	: bahasa komputer
provide [pr«ˈvald] kkt	: menyediakan
recipient [rlˈslpi«nt] kb	: penerima
retry [rlˈtral] kki	: mencoba kembali
streaming video [ˈstriŋmiN ˈvldi«U] kb	: pengiriman video
submit [sˈbˈmlt] kkt	: mengumpulkan
transmit [trQnzˈmlt] kkt	: mengirimkan
uncompress [ˈnˈk mpr«s] kkt	: mengekstrak
vast [vAɪst] ks	: sangat besar

HONESTY

It is our nature that we usually want to share news we have got with others. Can you tell news to others very well?

When you have something to share with others, what do you say to offer what you have got? Learn how to use the right expressions when offering someone something.

Do you like reading stories? Some of the stories may be ones about honesty. In this unit, you will find interesting stories about honesty. Besides reading the stories, you will have the chance to write your own stories on honesty through realistic guided as well as independent tasks. Learn those and more in this unit.



A. Lead-in



Task 1

Have you ever read the following stories? If so, write the title of the stories and, in one sentence, write down what each story is about.



Picture 7.1

Title: _____
It is about _____



Picture 7.2

Title: _____
It is about _____



Picture 7.3

Title: _____

It is about _____



Task 2

Answer the following questions based on your knowledge. Share your answers with your classmates in groups of four.

1. Do you have any unhappy experience because someone lied to you?
2. Do you believe that people are allowed not to tell the truth for critical reasons?
3. What do you do if you have some food and there is someone looking very hungry?
4. What do you say when you offer someone your food to share with?
5. What do you say when you offer your classmates something?



B. Lesson Proper



Focus on Listening and Speaking



Task 3

Listen to the dialogue between Asep and Elizabeth and then answer the questions. The listening script is in the Appendix.

Situation: Asep and Elizabeth are in the library. They are looking for short stories for the coming English class which will be a story telling class. Asep knows that the first turn will be Adi's. Asep thinks that it would be interesting.

Questions

1. What are they doing in the library?
2. What are they preparing for?
3. Why is Adi's turn very interesting?
4. What does Asep tell Elizabeth?
5. How does Asep tell Elizabeth the interesting news? What does he say?

**Task 4**

Study the following expressions.

In the dialogue between Asep and Elizabeth in Task 3, you find some expressions to tell interesting news. Asep says IT WILL BE INTERESTING BECAUSE MRS HAYATI BELIEVES THAT ADI WILL GIVE US SOME TIPS ON HOW TO TELL A STORY to tell Elizabeth the interesting news.

You can use other expressions to tell interesting news, for example:

In formal situations	In informal situations
I announce that	I have interesting news.
This is our great pleasure that....	It will be nice because....
I find it remarkable that	Marvellous, there....

**Task 5**

Listen to some short dialogues and then write down the interesting news you find in the dialogues and how they are expressed. The listening script is in the Appendix.

	Interesting News	Expressions
1. Dialogue 1		
2. Dialogue 2		
3. Dialogue 3		

**F U N S P A C E**

What is the word that everybody always says wrong?

Answer: wrong



Task 6

Now, listen to a story of a shepherd. Listen to the story and then answer the following questions to check your comprehension. The listening script is in the Appendix.

Questions

1. What does the story tell us about?
2. Who was the main character of the story?
3. What did he do?
4. What did he beg from the goat? What was the reply?
5. What moral value do you learn from the story?



Picture 7.4 A goat and a shepherd



Task 7

In pairs, study the following dialogue and then answer the questions. After that, act it out with your partner.

Situation: Asep comes to Palatan's house because Palatan needs some help. Palatan offers him drinks.

Asep	: Hi, Palatan.
Palatan	: Hi Asep. Please come in.
Asep	: Thanks.
Palatan	: What can I get you? Tea or coffee?
Asep	: Coffee, please.
Palatan	: With sugar or cream?
Asep	: With cream. Thanks.
Palatan	: Okay. Here's your coffee.
Asep	: Thanks. What's your problem, anyway?
Palatan	: You know, my English is not good at all. I want you to help me learn English.
Asep	: The same problem I've ever had. Do you like reading books or stories?
Palatan	: Yes, novels. Why?
Asep	: Well, Adi told me that his English gets better after he reads a lot. Then, I tried it and it worked.
Palatan	: Really? That's interesting. I'll try to read more English books. Thanks for the advice.
Asep	: No problem.

Questions

1. Why does Palatan invite Asep to his house?
2. What is Palatan's problem?
3. What does Asep tell Palatan to do?
4. Why does Asep suggest the method?
5. How does Palatan offer Asep something to drink? What does he say?



Task 8

In pairs, study the following expressions.

In the dialogue between Asep and Palatan, you find an expression of offering something. Palatan says WHAT CAN I GET YOU and WITH SUGAR OR CREAM to offer Asep some drink.

There are some other expressions you can use to offer someone something, for example:

In formal situations	In informal situations
Would you like...?	Will you have...?
What can I get you?	Please take...
I wonder if I might offer you....	Chocolate? Coffee? (or other nouns)



Task 9

Offer something based on the clue.

1.

Yes. Thank you.



Picture 7.5

Thank you.

2.



Picture 7.6

3.

Yes, I think I need to read it.
Thanks for offering.



Picture 7.7

4.

Yes. Thank you. I love mango!

You like mango, don't you?



Picture 7.8

5.

You look unhappy with the assignment. _____

Yes, thanks for your kindness. I do need your help.



Picture 7.9



Task 10

In pairs, have a short dialogue based on the following guideline.

Situation: This holiday you will have a vacation to Bali. You offer your cousin to come with you to Bali.

1. Greet your cousin.
2. You tell your cousin interesting news that you will have a vacation to Bali.
3. Your cousin thinks that it is awesome.
4. You offer her to go with you.
5. She accepts your offer happily.



Task 11

In pairs, perform a short dialogue based on the following situation. You can refer to the guideline in Task 10.

One of your classmates tells you that your school will have a bigger library and more collections, especially English books. You think that it is interesting. Your classmate offers you whether you want to see the plan. She knows where to see the design of the library.



Task 12

Read the story of Gossiper below and then complete the summary.
Present your summary to the class orally.

Gossiper

A woman repeated a bit of gossip about a neighbour. Within a few days the whole community knew the story. The person it concerned was deeply hurt and offended. Later the woman responsible for spreading the rumour learned that it was completely untrue. She was very sorry and went to a wise old sage to find out what she could do to repair the damage.

"Go to the marketplace," he said, "and purchase a chicken, and have it killed. Then on your way home, pluck its feathers and drop them one by one along the road." Although surprised by this advice, the woman did what she was told. The next day the wise man said, "Now go and collect all those feathers you dropped yesterday and bring them back to me."

The woman followed the same road, but to her dismay, the wind had blown the feathers all away. After searching for hours, she returned with only three in her hand. "You see," said the old sage, "it's easy to drop them, but it's impossible to get them back. So it is with gossip. It doesn't take much to spread a rumour, but once you do, you can never completely undo the wrong."

Adapted from <http://www.inspirationalstories.com>

Summary

1. The main character of the story

2. The problem that the character faced

3. How the character solved the problem

4. How the story ended

5. The moral value

**Task 13**

Listen again to the story in Task 6 and then retell the story in your own words. Work in groups of four.

The characters of the story

What happened to the characters

How they solved the problems

How the story ended

Moral value you learn from the story

**Focus on Reading and Writing****Task 14**

In pairs, answer the following questions.

1. Have you ever lied to someone?
2. How do you feel if someone lies to you?
3. What do you know about honesty?
4. Do you like to have relations with honest people?
5. Do you know any story about honesty?



Task 15

Now, read the story of an honest woodsman and his axe and you may find some answers in Task 14. Then, answer the questions by choosing the correct answers.

An Honest Woodsman and His Axe

There was once an honest Woodsman who lived with his family in a forest. He worked hard, cutting down trees so he could sell the firewood. This is how he supported his family. All day long you could hear the sound of his faithful axe ringing through the woods.

One day he was cutting down trees near the edge of a deep pool of water in the forest. With strong, steady strokes he chopped away until it grew quite late in the day. The Woodsman was tired, for he had been working since early morning, and his strokes were not as strong and steady as they had been. He raised his tired arms high for a final blow and his axe slipped, flew out of his hands and landed with a 'plonk' into the pool, sinking to the bottom.

The Woodsman cried out, "No! All is lost!" As he stood, wringing his hands, pulling his hair and weeping, the god Mercury suddenly appeared.

"What is wrong Woodsman?" asked the god. The Woodsman wept, "My axe fell into the water! It is too deep and I cannot get it back! My axe is all I have to make a living with, and I don't have enough money to buy a new one. My family will have nothing to eat."

Hearing this, Mercury dove with a splash down to the bottom of the pool. When he surfaced he held in his hand an axe that glinted in the setting sun, for this axe was made of pure gold! Mercury held up the golden axe and asked, "Is this your axe, Woodsman?"

The Woodman's mouth fell open and his eyes grew large with desire as he looked at the golden axe, but he shook his head. "No. That is not my axe."

Mercury dove again with a splash down to the bottom of the pool. This time when he surfaced he held in his hand an axe that sparkled like the silvery drops of water falling from it, for it was made of pure silver!

"Is this your axe, Woodsman?" asked Mercury. The honest Woodsman gazed with amazement at the beautiful silver axe, but again shook his head and said, "No. That is not my axe. My axe is just an ordinary old axe with a plain wooden handle."

Mercury dove down for the third time with a splash, and when he surfaced he held in his hand the Woodman's battered old axe. "Is this your axe, Woodsman?" he asked.

The Woodsman was so glad his axe had been found! He cried out, "That's my axe!" He eagerly took the axe and thanked the kind god again and again. Mercury



Picture 7.10 Axes

looked at the Woodman and smiled. "I admire your honesty, Woodsman. And it shall be rewarded. You may keep all three axes, the gold and the silver as well as your own." And then Mercury disappeared as suddenly as he had come.

The Woodsman gathered the three axes in his arms and hurried home where he was met by his wife. She was so happy when she saw the gold and silver axes, she cried out, "Husband! We'll never be hungry again!"

Adapted from <http://www.lkpstoryteller.com>

Questions

1. The story is about
 - a. the golden axe
 - b. an honest woodsman
 - c. God Mercury
 - d. the secret pool
2. What did the woodsman do to earn money?
 - a. Selling golden and silver axes.
 - b. Selling home-made axes.
 - c. Selling axes and firewood.
 - d. Cutting down trees and selling the firewood.
3. How did he lose his axe?
 - a. He lost his grab on the axe because he was tired.
 - b. He dropped it intensely to call Mercury.
 - c. He put it near the pool and fell in it by accident.
 - d. He played with his axe and dropped it coincidentally.
4. What axes did Mercury show the woodsman before the ugly one?
 - a. A bronze and a golden axes.
 - b. A steel and a golden axes.
 - c. A golden and a silver axes.
 - d. A silver and a steel axes.
5. What reward did the woodsman get from Mercury?
 - a. He deserves his own axe only.
 - b. He deserved all the axes.
 - c. God Mercury gave him a lot of food.
 - d. God Mercury gave him a beautiful wife.
6. "No! All is lost!"
What does the expression means?
 - a. The woodsman lost all his money.

- b. The woodsman lost the only friend in his life.
 - c. The woodsman lost his self-esteem because of his lying.
 - d. The woodsman lost his only thing to make money.
7. “Husband! We’ll never be hungry again!”
Why did the wife say so?
- a. Because they would be able to work harder and got more money using the axes.
 - b. Because they could get money for their food by selling the axes.
 - c. Because they could hire people to help them cutting trees in the forest.
 - d. Because the axes had a secret power of resisting the users from hunger.
8. “And it shall be rewarded.”
The word it in the sentence refers to....
- a. the woodsman’s axe
 - b. the woodsman’s honesty
 - c. the golden axe
 - d. the silver axe
9. “He eagerly took the axe and thanked the kind god again and again.”
The word eagerly in the sentence is similar in meaning to....
- a. reluctantly
 - b. weakly
 - c. unwillingly
 - d. excitedly
10. “I admire your honesty, Woodsman.”
The word honesty in the sentence is opposite in meaning to....
- a. lying
 - b. integrity
 - c. clearance
 - d. openness



Task 16

Decide whether the following statements are TRUE or FALSE based on the report on SMS in Task 18. Correct the FALSE ones.

Statements	T	F	Corrections
1. The woodsman lived from selling firewood.			
2. He dropped his axe accidentally.			

3. The woodsman said that his axe was the golden one.			
4. Mercury liked the woodsman's honesty.			
5. Eventually, the woodsman did not get his axe back.			

Notes:

The text in Task 15 is a narrative text. The text has three main components. They are the beginning, events of the story, and the end of the story. The beginning of the story introduces characters, setting, and other general information about the story. Events of the story tell what happens to the characters. And the end of the story tells the reader how the problem is solved.

The social function of stories is to entertain the readers.



Task 17 In pairs, study the following rule.

In the story of the honest woodsman, you find some adjectives and adverbs. Some adjectives in the story are honest, tired, and ugly. Some adverbs in the story are coincidentally, suddenly, and eagerly.

1. Adjectives

In grammar, an adjective is a word which modifies a noun or pronoun and giving more information about what the noun or pronoun refers to.

Example 1: There was an honest woodsman.

The word honest in the example refers to house. It gives information that the woodsman was honest. Usually it is located just before the noun it refers to.

Example 2: The woodsman was honest.

The word honest in the example refers to the woodsman. It is located after to be.

Sometimes, an adjective is not always a pure adjective. It can be verb+ing or verb+ed.

2. Adverbs

In grammar, an adverb is a word which modifies verbs and adjectives. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, and how much.

Example 1: The bravely-spoken words would return to trouble the rebel.

In this sentence the adverb bravely modifies the adjective spoken.

Example 2: Unfortunately, the bank closed at three today.

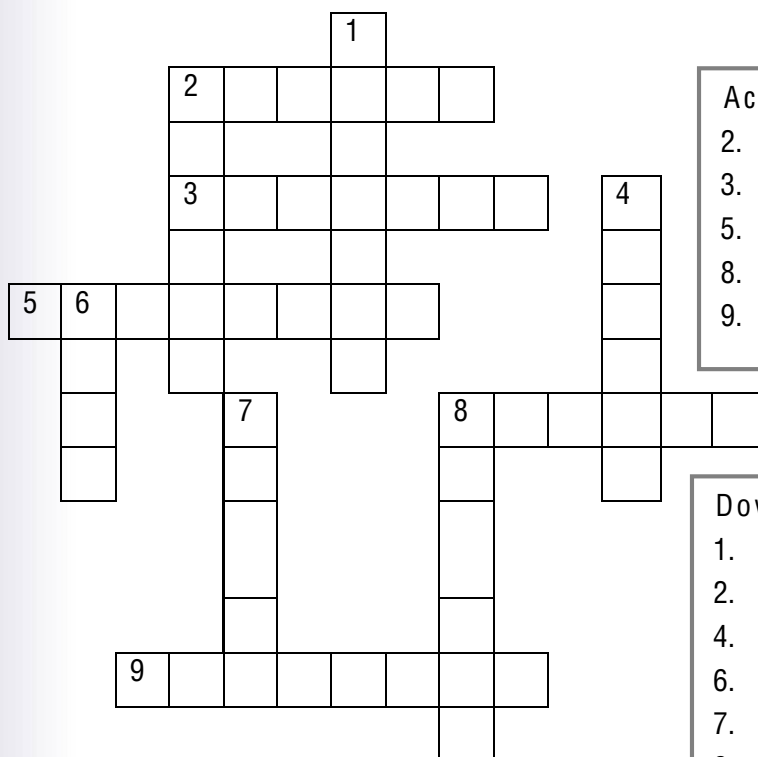
In this example, the adverb unfortunately modifies the entire sentence.



Task 18

Individually, do the following crossword puzzle. Compare your answers with a classmate's.

Hint: the words are adjectives and adverbs.



Across

- 2. physically powerful
- 3. with a great interest
- 5. in a very short time
- 8. telling the truth
- 9. opposite of special

Down

- 1. with sadness
- 2. stable
- 4. made of wood
- 6. the opposite of good-looking
- 7. satisfied
- 8. need some food to eat



Task 19

Complete the following sentences by using the words in the box.

suddenly	really	eagerly	fortunately
honestly	truly	purely	

1. ..., Mercury appeared in front of the woodsman.
2. The woodsman was offered two precious axes by Mercury. ..., he remained honest.

3. He answered the questions from Mercury....
4. The axe was ... made of gold.
5. When Mercury brought back his axe, he ... took the axe.
6. Mercury was ... happy with the woodsman's honesty.
7. The story was ... fake.



Task 20

Study the following sentences and underline the adjectives. The first one has been done as an example.

1. The woodsman cut down trees near the edge of a deep pool.
2. The woodsman was tired.
3. His strokes were not as strong and steady as they had been.
4. The axe was made of pure gold.
5. Mercury held up the golden axe.
6. He held in his hand an axe which was made of pure silver.
7. He held in his hand the Woodsman's ugly old axe.



Task 21

In pairs, study the story of the honest woodsman in Task 15 again and then write a story of The Boy Who Cried Wolf. You can follow the questions below.

1. Who is the main character of the story?
2. What did he do to entertain himself?
3. What did the villagers think about what he did to entertain himself?
4. How did he lose all his sheep?
5. What moral value do you learn from the story?



Task 22

Make groups of five. Your teacher will give you sentences that should be put into a good story. Write down the story and read it out to the class. Compete with other groups and win a special reward from your teacher. The sentences are in the Appendix.



C. Homework



Task 23

In pairs, go to the library or access the internet and find two stories about honesty and then summarize them. The following questions may help you make your summaries more organized.

1. Who were the characters of the story?
2. What is the story about?
3. How did the main character remain to be honest?
4. What reward did the main character get?
5. What lesson do you learn from the story?



Task 24

Read the following story and then complete the points.

A Test for the King A Folktale from Central Java

There was a small kingdom called Mergosono. Although Mergosono was small, it was famous because the king was a very good and wise man.

One day, the gods heard about the king's goodness and wisdom. So, they decided to test him. The king of the gods sent four of his gods to Mergosono to test the king. At that time, the king's son, Pangeran Sembara was studying abroad. One of the gods disguised as Pangeran Sembara and two others as villagers while one disguise as a villager who was killed by Pangeran Sembara. The two villagers then went to see the king to tell him about the death of their friend. They said that they saw the prince killed their friend. "I accept your report. But my son hasn't returned from his study. I will hold my judgment until his return. If my son indeed killed your friend then I will give him the punishment he deserves. But if you lie then I will punish you for ruining my family's good name," said the king.

When the two villagers left, the king called his trusted advisors. He asked for their opinion about this matter. They all agreed that if the report was true then the prince should be punished. The king was sad to hear that but he knew he had to uphold the law.

The next morning the false prince came to see his father. He admitted killing the villager. So the king decided to execute the prince for his wrong doing.

The next day the prince was going to be hung as his punishment. When the executioner hanged the prince, suddenly his body disappeared and a voice was heard

across the field. “King of Mergosono, you really are a wise and justified king. You pass my test. So I will give you and your people prosperity as long as you and your descendant stay true and wise. Don’t be sad. Your son is well and on his way home to see you.” When the sound was gone, the people of Mergosono yelled with joy. Their prince was safe and they knew that their king was a wise man. When the prince finally arrived home, they held a party to celebrate the event.

Adapted from <http://indonesianfolklore.blogspot.com/search/label/Central%20Java>

A Test for the King

1. The characters

2. The problem faced by the characters

3. The ending of the story

4. Moral value



Task 25

In groups of four, watch one of the following films or you can choose your own film. Note down expressions to tell interesting news and to offer someone something that you find in the film. Report it to the class.

Film list:

1. Charlie and the Chocolate Factory
2. Cars
3. Superman Returns



D. Evaluation



Task 26

In pairs, have some dialogues based on the following situations. Act them out with your classmate. Use the expressions you have learned.

1. Your English teacher tells everyone that next exam will be open book one for some reasons. You tell this interesting news to one of your friends who is absent.
2. Your school appoints you to be the representative in the province story writing competition. You tell this news to your parents.
3. You are in a bus stop. You offer a seat to an old lady.
4. One of your friends forgets to bring a pen with her. You offer her your pen.
5. Your father looks very tired after working. You offer him some food or something to drink.



Task 27

Read the story of George Washington and then answer the questions.

George Washington and the Cherry Tree

When George Washington was about six years old, he was made the wealthy master of a hatchet of which, like most little boys, he was extremely fond. He went about cutting everything that came his way.

One day, as he wandered about the garden amusing himself by hacking his mother's pea-sticks. He found a beautiful, young English cherry tree, of which his father was most proud. He tried the edge of his hatchet on the trunk of the tree and barked it so that it died.

Picture 7.11 Goerge Washington and his father

Some time after this, his father discovered what had happened to his favourite tree. He came into the house in great anger and demanded to know who the naughty person was who had cut away the bark. Nobody could tell him anything about it. Just then George, with his little axe, came into the room. His father asked him about the tree. This was a hard question to answer, and for a moment George was staggered by it, but quickly recovering himself he cried: "I cannot tell a lie, father, you know I cannot tell a lie! I did cut it with my little axe."

Surprisingly, the anger died out of his father's face, and taking the boy tenderly in his arms, he said: "My son, that you should not be afraid to tell the truth. It is more to me than a thousand trees! Yes, though they were blossomed with silver and had leaves of the purest gold!"

Adapted from <http://www.inspirationalstories.com>

Questions

1. What did George Washington like to do?
 - a. Helping his father planting trees.
 - b. Harvesting cherry with his father.
 - c. Lying to his father about what he did.
 - d. Cutting everything that came his way.
2. What did he do with his father's cheery tree?
 - a. He cut it with his little axe.
 - b. He burned it using his match.
 - c. He took the cherry fruit.
 - d. He watered it too much causing it to weaken.
3. What did his father do to him after he told him the truth?
 - a. His father was happy to know that his son was very honest.
 - b. His father got very angry and drove him out of the house.
 - c. His father got very angry and demanded he should plant the tree.
 - d. His father did nothing but silence.
4. Did he tell his father the truth about the tree?
 - a. No, he just went away when he saw his father.
 - b. No, he pretended not to know about the cherry tree.
 - c. Yes, he did tell the truth that he cut the tree.
 - d. Yes, he told his father that he saw someone cutting his tree.
5. "...taking the boy tenderly in his arms..."
The word tenderly in the sentence is similar in meaning to
 - a. eagerly
 - b. roughly
 - c. quickly
 - d. gently



E. Reflection

How much do you learn from this unit? Put a tick (•) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Offering someone something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling interesting news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading narrative texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing narrative texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



F. Summary

In this unit you learn:

1. How to tell interesting news, for example:

In formal situations	In informal situations
I announce that ...	I have interesting news.
This is our great pleasure that...	It will be nice because...
I find it remarkable that ...	Marvellous, there...

2. How to offer something, for example:

In formal situations	In informal situations
Would you like...?	Will you have...?
What can I get you?	Please take...
I wonder if I might offer you....	Chocolate? Coffee? (or other nouns)

3. Narrative texts

A narrative text is one that includes three main components. They are the beginning, events of the story (complication), and the end of the story. The beginning of the story introduces characters, setting, and other general information about the story. Events of the story tell what happens to the characters. And the end of the story tells the reader about how the problem is solved.

The social function of narrative stories is to entertain the readers.



G. Vocabulary List

abroad [«'br ʌd] kk	: ke luar negri
admit [«d'mlt] kkt	: mengakui
battered ['bQt«d] ks	: lusuh
blow [bl«U] kkt	: meniup
chop [t\$ p] kkt	: memotong
deserve [dl'z«v] kkt	: berhak
die out ['dal 'aUt] kki	: menghilang
dismay [dls'mel] kkt	: mencemaskan
eagerly ['ig«li] kk	: dengan tak sabar
executioner [eksl'kju\$«n«] kb	: algojo
faithful ['felTfUl] ks	: setia
feather ['feD«] kb	: bulu
fond of ['f nd' v] ks	: bangga
glint [glInt] kki	: bercahaya
hack [hQk] kkt	: memotongi
handle ['hQndl] kb	: pegangan
hatchet ['hQt\$It] kb	: kampak kayu
honest [' nlst] ks	: jujur
horn [h ʌn] kb	: tanduk
judgment ['dZ^dZm«nt] kb	: pengadilan

justified [ˈdʒʌstɪfaɪd] ks	: benar
offended [əˈfendɪd] ks	: tersakiti
ordinary [ˈɔːdnəri] ks	: biasa
peace [piːs] ks	: damai
plain [pleɪn] ks	: polos
pluck [plʌk] kkt	: mencabuti
ruin [ˈruːn] kkt	: manjatuhkan, merusak
sage [seɪdʒ] kb	: orang bijak (guru)
sparkle [ˈspɑːkl] kki	: berkilau
steady [ˈstiːdi] ks	: mantap, terus-menerus
undo [ˈʌnˌduː] kkt	: mengembalikan
wise [waɪz] ks	: bijak
wring [rɪŋ] kkt	: meremas
yell [jel] kki	: berteriak

FRIENDSHIP

People who have a party or any other celebrations usually invite others to attend the events. Do you know the appropriate way to invite someone? If you are invited to an event, what do you say if you are going to come?

Do you like reading stories? Some of the stories may be stories about friendship. In this unit, you will be exposed to stories about friendship. Besides reading the stories, you will have the chance to write your own stories through challenging guided as well as free tasks.



A. Lead-in



Task 1

In pairs, study the following situations. Label the possible relationship of the people.



Picture 8.1



Picture 8.2



Picture 8.3



Picture 8.4



Task 2

Answer the following questions based on your knowledge. Share your answers with a classmate.

1. Name your best friends.
2. Why do you think that they are your best friends?
3. When you have a birthday party, how do you invite them?
4. If you are invited to your friend's birthday party and you can come, what do you say?
5. If you are invited to your friend's birthday party but you cannot come, what do you say?



B. Lesson Proper



Focus on Listening and Speaking



Task 3

Listen to a dialogue between Sanusi and Laila and then answer the questions. The listening script is in the Appendix.

Situation: Sanusi tells Laila that he will give a new hat to Anto as a birthday present. Sanusi invites Laila to come to Anto's birthday party with him and she accepts Sanusi's invitation.

Questions

1. What does Laila think about Sanusi's hat?
2. How does Laila praise Sanusi's hat?
3. How does Sanusi invite Laila to Anto's birthday party? What does she say?
4. Does Laila accept the invitation? What does she say?



F U N S P A C E

What did the doctor say when the invisible man called to make an appointment?

Answer: I'm sorry I can't see you.

**Task 4**

In pairs, study the following expressions.

In the dialogue between Laila and Sanusi, you find the expression of inviting and accepting invitations.

Sanusi says **WOULD YOU LIKE TO COME WITH ME TO ANTO'S BIRTHDAY PARTY TONIGHT** to invite Laila to go to Anto's birthday party with him.

Laila says **THAT SOUNDS VERY NICE** which indicates that she accepts the invitation.

There are many expressions you can use to invite and to accept invitations, for example:

Inviting	Accepting invitations
We should be delighted if you	I'd be delighted to....
I'd like you to	I'd like to very much.
Shall we	I won't say no.
What about ...?	That'll be great.
Come and	Okay.

**Task 5**

Listen to some short dialogues and then write down the invitations you find in the dialogues and what the replies are. The listening script is in the Appendix.

	Invitation	Reply
1. Dialogue 1		
2. Dialogue 2		
3. Dialogue 3		
4. Dialogue 4		
5. Dialogue 5		



Task 6 Study the following rule.

From the dialogue between Laila and Sanusi, you learn how to pronounce stay, home, and birthday:

stay [steɪ]

home [həʊm]

birthday [ˈbɜːθdeɪ]

The words consist of a feature of sound called a diphthong. A diphthong means the union of two vowels. In English, there are 8 diphthongs. They are:

/aɪ/	by, shy, why, life, hide, side, etc.
/eɪ/	page, date, name, same, save, etc.
/eə/	air, chair, hair, pair, wear, bear, etc.
/aʊ/	house, mouth, how, now, sound, etc.
/əʊ/	go, low, note, cold, hold, code, etc.
/ʊə/	cure, pure, tour, during, etc.
/ɔɪ/	boy, joy, toy, voice, oil, coin, etc.
/ɪə/	clear, fear, near, tear, here, etc.



Task 7 Listen and repeat after the teacher.

1. wild, pie, wife, nine, hide.
2. male, tale, game, brave, make.
3. wear, air, hair, pair, stare, fair.
4. mouth, down, town, brown, house.
5. go, so, code, low, wrote, hope.



Task 8

In pairs, study the following dialogue and then answer the questions. After that, act it out with your classmate.

Situation: Ketut Tantri finds some numbers of the English homework difficult. She invites Tagar to come to her house to help her.

- Ketut Tantri : Hi, Tagar. How's your English homework?
Tagar : Well, there are some difficult questions, but I've done with my homework. What about you?
Ketut Tantri : I haven't finished doing it. You're right. There are some difficult questions that I can't answer.
Tagar : Are they number 5 and number 9?
Ketut Tantri : Yes, you're right. You find those numbers difficult, don't you?
Tagar : Yes, but I read the textbook and found the answers to the questions.
Ketut Tantri : Really?
By the way, tonight Ida, Elizabeth, and I will have a study group. Will you join us?
Tagar : I'd like to very much, but my little brother wants me to accompany him to the toy store. I've promised him. I'm sorry.
Ketut Tantri : No problem. I'll read the textbook again. See you tomorrow then.
Tagar : Good luck.

Questions

1. What are they talking about?
2. What numbers do they find difficult to answer?
3. How does Ketut Tantri invite Tagar? What does she say?
4. How does Tagar refuse the invitation? What does he say?
5. Why does Tagar refuse Ketut Tantri's invitation?



F U N S P A C E

A flea and a fly flew up in a flue.
Said the flea, "Let us fly!"
Said the fly, "Let us flee!"
So they flew through a flaw in the flue.

**Task 9**

In pairs, study the following expressions.

In the dialogue between Ketut Tantri and Tagar, you find an expression of refusing invitation. Tagar says I'D LIKE TO VERY MUCH, BUT MY LITTLE BROTHER WANTS ME TO ACCOMPANY HIM TO THE TOY STORE to refuse Ketut Tantri's invitation.

There are many other expressions you can use to refuse invitation, for example:

In formal situations	In informal situations
That's very kind of you but...	Thank you for asking me, but....
Unfortunately,	I'd like to, but....
... However, thank you for inviting me.	I'm afraid I can't because....
	Sorry, I can't (because...)

**Task 10**

In pairs, complete the following dialogues using the suitable expressions. Then, act them out with your classmate.

1.

Andi : Hi, Elvira. Have you got any plan this weekend?
 Elvira : Well. My mom wants me to stay at home. What is it?
 Andi : Nothing. ... together.
 Elvira : I'm sorry But, thanks for asking.
 Andi : No problem.

2.

Sanusi : Hi, Adi. It's time to take a break.
 Adi : Yes. I know.
 Sanusi : Why are you still in the library? Let's
 Adi : Thank you very much, but
 Sanusi : Okay.
 Adi :
 Sanusi : That's fine.

3.

Asep : Hi, Sanusi. How's your assignment?
 Sanusi : I've got some difficulties doing it.
 Asep : Me too. I need your help to prepare for tomorrow's exam.
 Sanusi : Yes. What can I do for you?

Asep :
 Sanusi : ... your house at 7.
 Asep : Thank you.
 Sanusi : You're welcome.



Task 11 In pairs, have a short dialogue based on the following points.

1. Greet your partner.
2. Tell your partner that you and your friends are going to the cinema tonight.
3. You invite another classmate to come with you.
4. He refuses the invitation for some reason.
5. You insist that he should come because it is to celebrate your birthday.
6. He finally accepts your invitation.
7. You thank him.

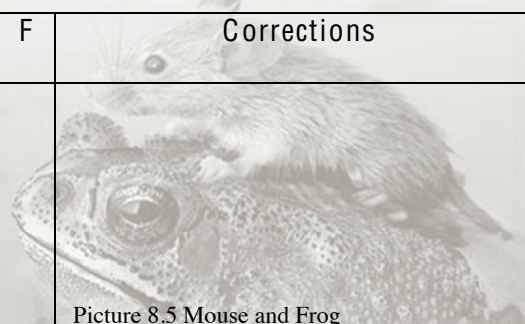


Task 12 In pairs, perform a short dialogue based on the following situation. You can refer to the guideline in Task 11.

Your friend invites you to come to her house for a group project. You actually have another thing to do but she tells you that you have to finish it by this weekend. Then, you accept the invitation.



Task 13 Listen to the story of a friendship between a mouse and a frog and then decide whether the following statements are TRUE or FALSE to check your comprehension. The listening script is in the Appendix.

Statements	T	F	Corrections
1. The frog and the mouse were friends.			 Picture 8.5 Mouse and Frog
2. The frog and the mouse lived together.			
3. The frog played the rope just for fun.			

4. The frog consciously sank the mouse.			
5. The hawk ate only the dead mouse.			



Task 14

Read the story of Bear and Two Travellers below and then summarize it. The questions may help you make your summary. Present your summary to the class orally.

The Bear and the Two Travellers

Once, there were two men were travelling together. They were best friends and they always did everything together.

On the way, they suddenly met Bear. They felt scared and tried to save themselves. Suddenly, their friendship was gone. One of them individually climbed up quickly into a tree and covered himself in the branches. The other one fell flat on the ground because he saw that he would be attacked. The man held his breath and pretended appearance of death. He held his breath as long as he could because he knew that bear would not attack dead people. The Bear came up and felt with his nose. Bear smelt him all over. The Bear soon left him, because Bear would not touch a dead body.

When Bear was quite gone, the other man got down from the tree and humorously asked his friend about what the Bear had whispered in his ear. Then, his friend said that the Bear gave him advice. The other man then asked what the Bear advised him. Then, his friend said that the Bear advised him not to travel with someone who leaves his friend at the approach of danger.

Adapted from <http://www.inspirationalstories.com/2/237.html>

Questions

1. Who are the main characters of the story?
2. How was their friendship?
3. How did they save themselves from Bear?
4. What was the end of the story?
5. What moral value do you learn from the story?



Task 15

Your teacher will give you and your partner two small slips of paper with some words on it. Then, your teacher will start the story and you have to continue the story by making sentences you develop from the words on the slips of paper. Your turn is according to the number on your slip. The slips are in the Appendix.

Teacher: “The goats had a village of their own and a chief and everything. The hyenas also had their own village and a chief.”



Focus on Reading and Writing



Task 16

In groups of four, answer the following questions based on your knowledge.

1. Which one is easier, looking for friends or enemies?
2. Why should people make friends?
3. What will happen if we do not have any friends?
4. What are the criteria of a good friend?
5. How do you usually make friends?



Task 17

Read the story of Quackling and guess the meanings of the words based on the context. After that, answer the questions by choosing the correct answers.

Quackling

Once there was a very small duck with a very loud quack. He is called as Quackling. He was clever and he worked hard. He was very rich. Indeed, the king himself owed him some.

A year went by, then two, and then three, and the King never paid him back. He felt that it was the time for him to see the King and got his money back. So he took a bag for the money, and started to go to the castle.

In his journey to the castle, he quacking and saying that he wanted his money back. Before long, he met Ladder, River, and Beehive. They were wondering where Quackling wanted to go that time. They wondered if they could accompany him to the

castle. Then Quackling “One can never have too many friends.” And he asked them into his bag.

Soon after, Quackling arrived at the King’s castle. He protested right up to the guards and told them that he came for his money. The guards went inside and told the King.

The King thought that he could easily make Quackling gave up. The King ordered guards to put Quackling in the pit so they put Quackling in the pit and left him there. Quackling cried for help. He then remembered Ladder. So he called out Ladder to help him. Quick as a blink, Ladder was out of the bag. Ladder leaned King.against the side of the pit, and Quackling climbed out. Then Quackling stood there, calling the King.

The King did not give up so easily also. He then ordered guards to put Quackling in the pot and set it on the fire. “Help!” cried Quackling. “I’m in a stew!” Then he remembered River. So he called out River. Quick as a wink, River came out of the bag. River put out the fire and flowed away. Then Quackling got out and continued calling for the King

Then the King asked guards to bring Quackling to him. So they brought Quackling to the King. The King grabbed him. Quackling cried for help. Quick as you can think, Beehive was out of the bag. The bees rushed from the hive and started to sting the King. He fled from the castle, and the bees followed.

“Hooray!” cried the people of the castle, and the prime minister said, “We never liked that King anyway.” So they put Quackling on the throne and gave him a crown. “Will you be our King?” said the guards. “Why not?” said Quackling. “One can never have too many friends.”

Adapted from <http://www.aaronshp.com>

accompany [«`k^mpni] kkt	: ...
guard [gArd] kb	: ...
lean [li:n] kki	: ...
owe [«U] kkt	: ...
pit [plt] kb	: ...
protest [pr«`test] kkt	: ...
rush [r^\$] kki	: ...
stew [stju:] kb	: ...
wonder [ˈw^nd«] kki	: ...

Questions

1. The story tells us about
 - a. the friendship between the King and Quackling
 - b. the value of a friendship
 - c. the life of Quackling
 - d. the struggle for the throne

2. Who accompanied Quackling to the castle?
 - a. The King, Ladder, and River.
 - b. The King, Ladder, and Beehive.
 - c. River, Ladder, and Beehive.
 - d. The King, Beehive, and River.
3. What did Quackling want from the King?
 - a. He wanted his money back.
 - b. He wanted the King gave away his crown.
 - c. He wanted to show that he had got many friends.
 - d. Together with his friends, he wanted to kill the King.
4. How did the King welcome Quackling?
 - a. The King gave Quackling a lot of obstacles.
 - b. He delegated the prime minister to welcome Quackling and friends.
 - c. He prepared a party to welcome Quackling and friends.
 - d. The King directly welcomed Quackling and friends.
5. Finally, the King left the castle after being chased by
 - a. Quackling and friends
 - b. River
 - c. Ladder
 - d. The bees
6. "One can never have too many friends."
The expression implies that
 - a. People will have too many friends if they do not limit themselves
 - b. We should not have too many friends
 - c. We should not stop making friends with anybody
 - d. It is not good when we have too many friends
7. "He fled from the castle."
The word he in the sentence refers to
 - a. Quackling
 - b. Beehive
 - c. Ladder
 - d. The King
8. "Will you be our King?"
The word you in the sentence refers to
 - a. Quackling
 - b. Ladder

- c. Beehive
- d. River

9. "So they put Quackling on the throne and gave him a crown."

What are the Indonesian equivalents for throne and crown?

- a. Singgasana dan permata.
- b. Permata dan mahkota.
- c. Singgasana dan mahkota.
- d. Permata dan tahta.

10. "Quackling cried for help."

The word cry in the sentence is similar in meaning to....

- a. weep
- b. scream
- c. laugh
- d. whisper



Task 18

Decide whether the following statements are TRUE or FALSE based on the story of Quackling in Task 17. Correct the FALSE statements.

Statements	T	F	Corrections
1. Quackling was a big lazy duck.			
2. He went to the castle for his money.			
3. Quackling went to the castle with his friends.			
4. The King gave Quackling many obstacles.			
5. Quackling finally got his money.			



Task 19

In pairs, study the following rule.

In the story, you find several names, for example Quackling, Ladder, River, and Beehive.

Most of names does not have articles and are written in initial capital letters, for example:

1. Personal names: Purna Setiawan, Ni Kadek Saraswati Dewi, Ade Irma Nasution, etc.

2. Temporal names: January, February, Sunday, Monday, Christmas Day, Independence Day, etc.
3. Geographical names: Indonesia, Jakarta, Palangkaraya, Jayapura, Mount Merapi,¹ Lake Toba, Lake Sarangan, etc.



Task 20

Rewrite the following jumbled paragraphs into a good story. The story is about the legend of Surabaya. Then, complete the points.

The Legend of Surabaya

Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again. The place where they were fighting was a mess. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile.

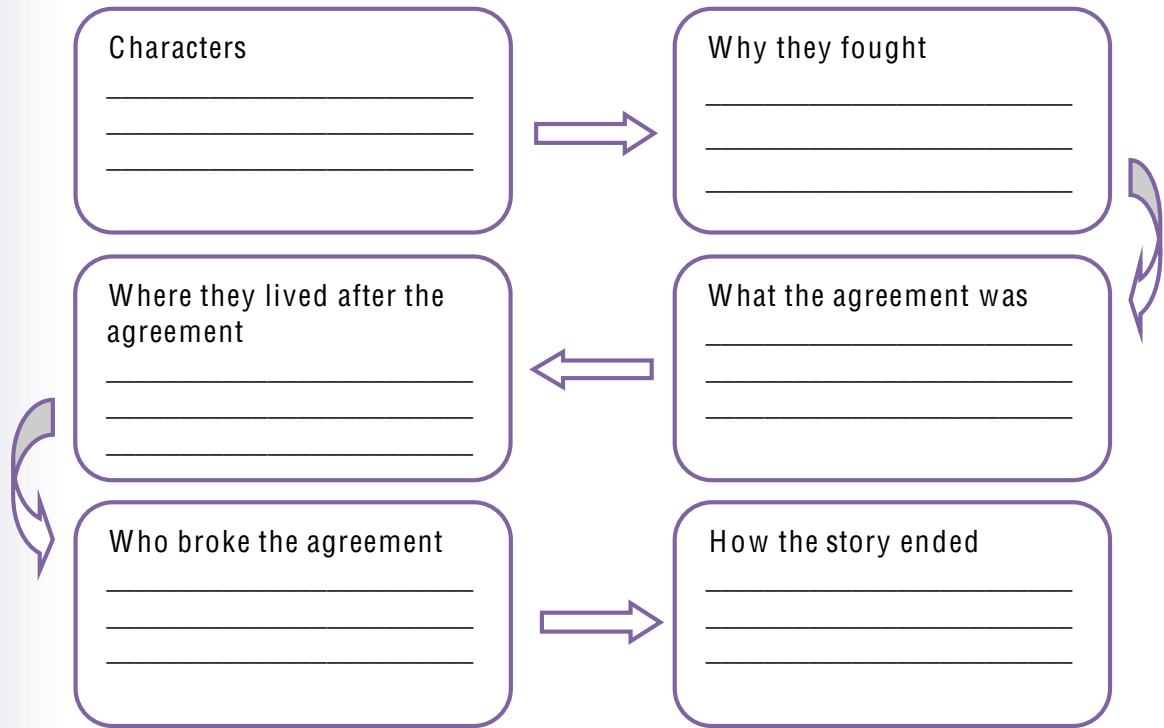
On one hot day, Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy! I have not eaten for two days!" said Sura. Then Sura and Baya fought as usual. After several hours, they were very tired. Sura had a plan to stop their bad habit. "I'm tired of fighting, Baya," said Sura. "Me too. What should we do to stop fighting? Do you have any idea?" asked Baya. "Yes, I do. Let's share our territory. I live in the water, so I look for food in the sea.

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in a sea. Actually, they were friends. But when they were hungry, they were very greedy.

And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura. "Hmm... let me think about it. OK, I agree. From now on, I will never go to the sea again. My place is on the land," said Baya. Then they both lived in the different places.

But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. "Hey, what are you doing here? This is my place. Your place is in the sea!" "But, there is water in the river, right? So, this is also my place!" said Sura. Then Sura and Baya fought again. They both hit each other.

Adapted from <http://indonesianfolklore.blogspot.com>



Task 21

The following are parts of the story of Baruklinting Dragon. In pairs, rearrange the parts into a good order and then write the story based on the plot. Read out the story to the class.

Shepherds were eaten by the dragon except one, the ugliest.

Villagers went to the mountain to get the dragon but the dragon had gone.

The 10 shepherds sheltered in a cave which was actually Baruklinting's mouth.

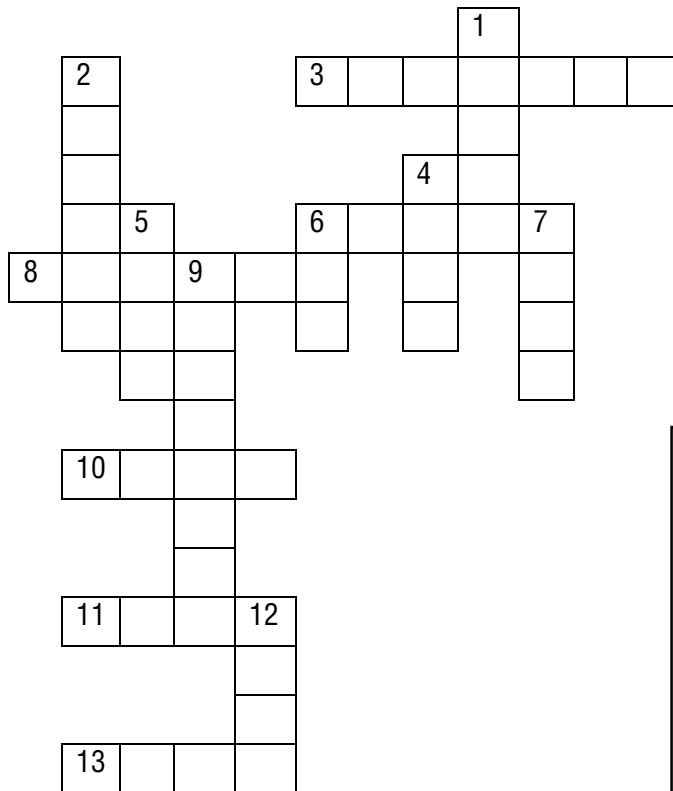
There lived Baruklinting (a dragon) on a mountain.

The 9 shepherds drove the ugliest out of the cave arrogantly.

Dragon fled.

**Task 22**

In pairs, do the following crossword puzzle.

**Across**

- 3. travel
- 6. open and close eyes quickly
- 8. a special chair for a king or a queen
- 10. stand diagonally
- 11. a pot for boiling food
- 13. a strong and fast bird

Down

- 1. a circular head-jewellery used by a king or queen
- 2. stop on a tree (v)
- 4. box or another place where bees live in
- 5. pull
- 6. an insect with sting
- 7. the ruler of a territory
- 9. difficulties
- 12. wink

**C. Homework****Task 23**

Individually, find two stories about friendship from storybooks, the internet, or other sources and answer the following questions based on the stories.

1. Who are the characters of the story?
2. What happened to the characters?
3. What did the characters do to solve their problems?
4. How did the story end?
5. What moral value do you learn from the story?



Task 24

In pairs, read the following story and write some points. Rewrite the story based on your points.

The Stupid Dog Folklore from Central Sulawesi

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. “My husband, who is he? Wow! He is very handsome with his horns,” said the female deer. “Oh, that’s my friend. He is a dog. By the way, did you say he is more handsome than me?” asked the male deer. He was jealous. “Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive.” “Ok, then, I have an idea how to take the horns from the dog. Just wait here.”

“Hi, how are you?” asked the male deer to the dog. “I’m just fine,” answered the dog. “How about you?” “Not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practise,” said the male deer. “Don’t worry, my friend. Let’s have the running match now.”

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. “Well, don’t be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns,” asked the male deer. “OK, but please wear the horns carefully. I don’t want them to be broken.” “Don’t worry. I will be very careful,” replied the male deer. And then he immediately put the horns on his head. “Wow? My wife is right. I really look great with these horns,” said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog’s horns. “Hey come back! Bring back my horns!” the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

Adapted from <http://indonesianfolklore.blogspot.com/search/label/Central%20Sulawesi>

1. The characters

2. The events in the story

3. The ending of the story

4. Moral value of the story



Task 25

In pairs, write some dialogues based on the following situations. Act them out with your partner.

1. Your friend invites you to come to her house to finish an assignment. You can come.
2. Your father wants you to accompany him to a wedding party. You are happy to do so.
3. Your friend asks you to accompany her to go to a mall. You cannot go because you are doing your homework.



D. Evaluation



Task 26

Complete the following dialogue with the correct expressions. Then, act it out with your partner.

Adi : Hi, Aditya. Will you come to Ria's party tonight?
Aditya : Yes, I will. What's up?
Adi : Nothing. ... (1).
Aditya : ... (2).
Adi : That'll be nice.
Aditya : Yes. Oh hey, that's Lina.
Hi, Lina.
Lina : Hi, guys. What's up?
Adi : It's about Ria's party. We plan to go to the party together. ... (3)?
Lina : I'd love to. But ... (4).
Aditya : Why?

Lina : Nothing. I just want to stay at home this weekend. I'm Sorry.
Adi : That's no problem. Guys, the bell's ringing. Let's go back to the class.
Lina and Aditya : Okay.



Task 27 In pairs, perform a short dialogue based on the following situation.

Your friend invites you to come to his birthday party. You cannot come because you are sick.



Task 28 Read the story of The Colour of Friendship and then answer the questions by choosing the correct answer.

The Colour of Friendship

Once upon a time the colours of the world started to quarrel.
All claimed that they were the best.

The most important.

The most useful.

The favourite.

Green said, "clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees and leaves. Without me, all animals would die. Look over the countryside and you will see that I am in the majority."

Blue interrupted, "you only think about the earth, but consider the sky and the sea. It is the water that is the basis of life and drawn up by the clouds from the deep sea. The sky gives space and peace and serenity. Without my peace, you would all be nothing."

Yellow chuckled, "you are all so serious. I bring laughter, gaiety, and warmth into the world. The sun is yellow, the moon is yellow, and the stars are yellow. Every time you look at a sunflower, the whole world starts to smile. Without me there would be no fun."

Orange started next to blow her trumpet, "I am the colour of health and strength. I may be scarce, but I am precious for I serve the needs of human life. I carry the most important vitamins. Think of carrots, pumpkins, oranges, mangoes, and papayas. I don't

hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you."

Red could stand it no longer he shouted out, "I am the ruler of all of you. I am blood - life's blood! I am the colour of danger and of bravery. I am willing to fight for a cause. I bring fire into the blood. Without me, the earth would be as empty as the moon. I am the colour of passion and of love, the red rose, the poinsettia and the poppy."

Purple rose up to his full height. He was very tall and spoke with great pomp, "I am the colour of royalty and power. Kings, chiefs, and bishops have always chosen me for I am the sign of authority and wisdom. People do not question me! They listen and obey."

Finally Indigo spoke, much more quietly than all the others, but with just as much determination: "Think of me. I am the colour of silence. You hardly notice me, but without me you all become superficial. I represent thought and reflection, twilight and deep water. You need me for balance and contrast, for prayer and inner peace."

And so the colours went on boasting, each convinced of his or her own superiority. Their quarrelling became louder and louder. Suddenly there was a startling flash of bright lightening thunder rolled and boomed. Rain started to pour down relentlessly. The colours crouched down in fear, drawing close to one another for comfort.

In the middle of the quarrel, rain began to speak, "you foolish colours, fighting amongst yourselves, each trying to dominate the rest. Don't you know that you were each made for a special purpose, unique and different? Join hands with one another and come to me."

Doing as they were told, the colours united and joined hands and became a beautiful rainbow.

Adapted from <http://www.inspirationalstories.com>

Questions

1. The story tells us about
 - a. the beauty of colours.
 - b. the beauty of rainbow.
 - c. the beauty of rain.
 - d. the beauty of friendship.
2. How many colours were quarrelling?
 - a. 6 colours.
 - b. 7 colours.
 - c. 8 colours.
 - d. 9 colours.

3. Why did Purple think that he was the best colour?
 - a. Because he thought that he was the colour of life and hope.
 - b. Because he thought that he was the colour of silence
 - c. Because he thought that he was the colour of royalty and power.
 - d. Because he thought that he was the colour of danger and bravery.
4. What did Rain tell them to do to solve the quarrel?
 - a. Solve it through a competition.
 - b. Go to God and asked the truth.
 - c. Join him to be a storm.
 - d. Join their hands and be the rainbow after him.
5. The writer tries to tell that
 - a. differences should not make separation
 - b. any separation could not be reunited
 - c. rainbows will always come after the rain
 - d. the rainbows are made of the unique colours



F U N S P A C E

What do you call a fish that only cares about himself?

Answer: selfish





E. Reflection

How much do you learn from this unit? Put a tick (•) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Inviting someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepting invitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refusing invitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



F. Summary

In this unit you learn:

1. How to invite someone, for example:

We should be delighted if you ...
I'd like you to ...
Shall we ...
What about ...?
Come and ...

2. How to accept and refuse invitations, for example:

Accepting Invitations	Refusing Invitations
I'd be delighted to...	That's very kind of you but....
I'd like to very much.	Thank you for asking me, but....
I won't say no.	I'd like to, but....
That'll be great.	Sorry, I can't (because...)
Okay.	

3. Proper Nouns

Proper nouns are names of specific people, places, countries, months, days, magazines, and so on. Most proper nouns do not have articles and are written in initial capital letters.

Proper nouns are used to mention:

- Personal names Gunawan, Ida Ayu, Pepelepi, etc.;
- Temporal names Christmas Day, January, Sunday, etc.;
- Geographical names Lake Toba, Mount Merapi, Indonesia, etc.;



G. Vocabulary List

admit [«d'mlt] kkt	: mengakui
advise [«d'valz] kkt	: memberi nasehat
approach [«'pr«Ut\$] kb	: datangnya
border [ˈb ɔd«] kb	: batas
crown [kraUn] kb	: mahkota
flat [flQt] ks	: rata
greedy [ˈgriɪdi] ks	: kikir
hop [h p] kki	: melompat
horn [h ɔn] kb	: tanduk
immediately [ˈɪmiɪdl«tli] kk	: dengan segera
jealous [ˈdZel«s] ks	: cemburu
lean [liɪn] kki	: miring
pit [plt] kb	: ruang bawah tanah
share [ˈSe«] kkt	: membagi
tail [tell] kb	: ekor
territory [ˈterltri] kb	: daerah kekuasaan
throne [Tr«Un] kb	: singgasana
tie [tal] kkt	: mengikat
wickedness [ˈwɪkɪdn«s] kb	: kejahatan

HISTORY

People like exchanging information, including news. People usually share interesting news they have with others. Have you ever shared interesting news with others? Have you ever got interesting news from others? How do you respond to the interesting news you receive? Do you know how to respond to news properly?

Do you like reading English stories? Some of the stories may be legends. In this unit, you will be exposed to legends. Besides reading, you will have the chance to write your favourite legends through challenging guided as well as free tasks.



A. Lead-in



Task 1

Do you always share interesting news you have got with people around you? Remember interesting news you have got recently and then write them down in the following form.

Interesting News You Have Got	People You Usually Share With



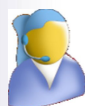
Task 2

Answer the following questions based on your knowledge. Share your answers with a classmate.

1. How do you feel if your achievement is the best in your class?
2. How do you tell your parents about this news?
3. What response may they give when you tell them this news?



B. Lesson Proper



Focus On Listening and Speaking



Task 3

Listen to the dialogue between Adi and Laila and then answer the questions. The listening script is in the Appendix.

Situation: Adi participates in a National Writing Competition. Laila knows that Adi wins the competition. She tells Adi this interesting news.



Picture 9.1

Questions

1. What interesting news does Laila tell Adi?
2. How does Laila get the news?
3. Does Adi feel happy about the news? Why? Why not?
4. How does Adi respond to the news? What does he say?
5. What does Adi's response imply?



F U N S P A C E

What does number 1 say to number 7?

Answer: "nice hair"

**Task 4**

Study the following expressions.

In the dialogue between Adi and Laila in Task 3 you find that Laila is happy with the interesting news. Adi responds to the interesting news by saying **REALLY? IT'S WHAT I WANT TO HEAR.**

There are many other expressions you can use to respond to interesting news, for example:

In formal situations	In informal situations
I'm glad to hear that.	Really? That's interesting.
I'm happy with the news.	That's great.
I can feel that you're happy.	I think she deserves it because

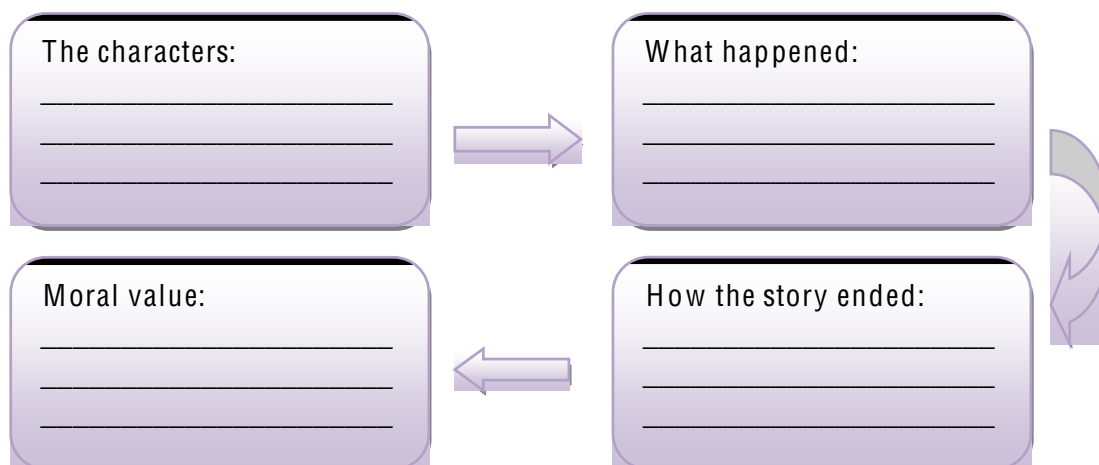
**Task 5**

Listen to some short dialogues and then write down the interesting news you find in the dialogues and how people in the dialogues respond to the news. The listening script is in the Appendix.

	News	Response
1. Dialogue 1		
2. Dialogue 2		
3. Dialogue 3		
4. Dialogue 4		
5. Dialogue 5		

**Task 6**

Listen to the story of Panyalahan Village and then complete the following flow chart. The listening script is in the Appendix.





Task 7 Study the following rule.

In the story of Panyalahan Village you find the word thought [T ʰt]. The letters gh in the words are not pronounced. They are silent letters. In English, there are seven silent consonant letters. They are:

1. Silent b: bomb, bebt, boubt, bclimb, bnumb, etc.
2. Silent g: vignette, assign, reign
3. Silent gh: ghight, ghight, ghight, ghight
4. Silent k and c: knee, kneel, knew, knife, muscle
5. Silent p: receipt, psychology, pneumonia
6. Silent t: casttle, listten, whisttle, bristtle
7. Silent w: wrap, wow, wreck, write, wowling



Task 8 Listen and repeat after the teacher. Then, group the words which have the same silent sound.

1. knight
2. know
3. night
4. tight
5. castle
6. listen
7. wrest
8. wrinkle
9. dumb
10. thumb



Task 9 In pairs, study the following dialogues and then answer the questions. After that, act it out with your partner.

- Andi : Hi, Laila. Have you got news about Mrs Hayati?
 Laila : Mrs Hayati? Our best English teacher? What is it?
 Andi : She's going to Australia.
 Laila : Australia? Why is she going to Australia?
 Andi : She's got a scholarship and takes the MA programme.

Laila : So, she takes the MA programme for free?
 Andi : As I heard, yes. It's all free of charge for her.
 Laila : I think she deserves it. You know, she's the best English teacher in our district.
 Andi : You're right. No wonder if the government gives her the scholarship.
 Laila : Let's just pray for her and may she return to this school.
 Andi : We're all going to miss her.
 Laila : Yes. Shall we congratulate her?
 Andi : Nice idea. Let's meet her and congratulate her.
 Laila : After you.

Questions

1. What are they talking about?
2. What interesting news does Andi tell Laila?
3. How does Laila respond to the news? What does she say?
4. What does Laila's response imply?
5. What do they think they need to do to Mrs Hayati?



Task 10

In pairs, complete the following dialogues using the expressions you have learned and then choose two of them and act them out with your classmate.

1.

Dude,

We'll have an
 open- book test for
 Math.



Picture 9.2

What's so
 interesting?

Really?

 We can open our
 notes in the exam.

2.

Guys _____

Since we've got great marks for the English exam, Mrs Hayati will treat us at the restaurant this afternoon.



Picture 9.3

What's up?

_____. I can't
wait till this
afternoon.

3.

Guys, _____

We'll have extra hours for English. It's an after-school programme.



Picture 9.4

Come on.
Tell us.

_____. We can
have more time to
learn and practise
our English.

4.

Sanusi, _____

I've found a book containing pictures of David Beckham in action.



Picture 9.5

What's so
interesting?

5.

Laila, _____



What is it about?

That's great.

Picture 9.6



Task 11

In pairs, study the following situation and then make a short dialogue relevant to the situation. Use the guideline to make your dialogue more organized.

Situation: Your teacher tells you that you will get a scholarship because of your achievement. You deserve it because you are great in every subject. You tell this news to your parents.

Guideline

1. You : greet and tell the interesting news
2. Your parents : respond to the news, tell you to keep studying hard
3. You : promise to keep studying hard.



Task 12

It is now your turn to have your own dialogue. In pairs, perform a short dialogue based on the following situation. You can refer to the guideline in Task 11.

One of your classmates wins the gold medal at the physics Olympiad. Your teachers plan to have a surprise party for him this afternoon. You tell this news to other classmates so that they can participate in the party. They think that he deserves such a party and they are willing to help prepare for the party.



Task 13

Read the legend of Situ Bagendit below and then summarize it. The flow chart may help you make your summary more organized. Present your summary to the class orally.

Situ Bagendit




Nyai Bagendit was a widow. She was the richest person in the village. She had a very big house full of jewellery. She also had many servants working for her. Nyai Bagendit was also known for her bad attitude. She did not like to help others. Whenever the villagers needed some money, they borrowed the money from her. However, when they returned it, the villager had to pay double. If they were not able to return the debt, Nyai Bagendit would ask her servants to take the villagers belongings.

Nyai Bagendit also hated beggars. She thought that beggars were lazy people. She never felt sorry to any beggars coming to her house. So when the old beggar came to her house, Nyai Bagendit immediately to ask her to go. "Go away you lazy old woman! Go out of my house!" "Please, Nyai, give me some money or just give me some food. I'm so hungry," said the beggar. "Food? You asked for food? This is my house not a restaurant. Go now! I don't want to see you here!"

Nyai Bagendit then threw a stone to the old beggar. The old beggar was very sad. She then said, "Nyai Bagendit, I know you are the riches person in this village. You have anything but you never help other people. You are not grateful to God. Wait for the punishment from God. You will be punished!" The old beggar then left Nyai Bagendit's house. "Ha ha ha! You are right. I'm the richest person here. So no one can punish me, not even God can punish me!" Nyai Bagendit was very arrogant. Nyai Bagendit then went back to her big house.

Not long after that, an earthquake happened. Her house fell down. Nyai Bagendit cried for help. "Help me! Somebody please help me!" But nobody listened her crying for help. Nobody in the village felt the earthquake. Amazingly, the earthquake only happened in Nyai Bagendit's house. The land was opened. It was so big that the entire Nyai Bagendit's house and all her wealth were gone. The villagers just watched what happened to Nyai Bagendit and her house. They were amazed. They knew that God punished Nyai Bagendit for behaving badly and never helped other people. Slowly, the place where Nyai Bagendit's house stood became lake. Since then, people named the lake as Situ Bagendit. It means Lake Bagendit.

Adapted from <http://indonesianfolklore.blogspot.com/search/label/West%20Java>

<div style="border: 1px solid purple; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> The main character: <hr/><hr/><hr/> </div> <div style="border: 1px solid purple; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> What happened to her: <hr/><hr/><hr/> </div> <div style="border: 1px solid purple; border-radius: 15px; padding: 10px;"> How the story ended: <hr/><hr/><hr/> </div>	  	<div style="border: 1px solid purple; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> Who she was: <hr/><hr/><hr/> </div> <div style="border: 1px solid purple; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> What she did: <hr/><hr/><hr/> </div> <div style="border: 1px solid purple; border-radius: 15px; padding: 10px;"> The moral value you learn: <hr/><hr/><hr/> </div>
--	---	---



Focus on Reading and Writing



Task 14

In groups of four, answer the following questions based on your knowledge.

1. Do you believe in legends?
2. How many legends do you know?
3. What Indonesian legends do you know much about?
4. Do you find some moral values in the legends you know?
5. Is there any legend from your region? If so, what is it about?



Task 15

Read the legend of Manik Angkeran below and find the meanings of the words in the box. Then, answer the questions.

Manik Angkeran

A long time ago, lived a very rich family in Bali. The father was Sidi Mantra. He was very famous for his supernatural power. He lived happily with his wife and his only child Manik Angkeran. Manik Angkeran was a spoiled son. He also had a bad habit. He liked to gamble. Because of his bad habit, his parents soon became poor. They always

advised Manik Angkeran to stop his bad habit, but he never listened to them. Instead he kept on begging to his parents to give him a lot of money. The parents then did not have the heart to see him begging.

Sidi Mantra, his father, then went to Agung Mountain. There lived a mighty dragon with his great supernatural power. He could provide jewelleries to those who could say the right prayers and ring the bell. Sidi Mantra had the bell and he also knew the prayers. "My name is Sidi Mantra. I have a problem. My son likes to gamble. He made me poor. And now he asks a lot of money. I want to give him some, but now I want him to promise to stop his bad behaviour," explained Sidi Mantra after he met the dragon.

Sidi Mantra then said the prayers and rang the bell. Suddenly, jewelleries came out from the dragon's body. He was very happy and immediately brought the jewelleries home. This time Sidi Mantra wanted Manik Angkeran really to stop gambling. The son then promised. But soon he broke the promise. He knew about the dragon.

He heard that his father got the jewelleries from the dragon living in Agung Mountain. So he stole his father's bell then went there. After arrived in Agung Mountain, Manik Angkeran rang the bell. The dragon knew him. "I will give you anything you want but you have to promise to stop gambling. Remember the karma!" then the dragon gave him the jewelleries. Manik Angkeran was very happy. Suddenly he had a bad idea. He wanted to kill the dragon and stole all his jewelleries.

The dragon knew his plan and with his great power he killed Manik Angkeran. Sidi Mantra was very sad. He asked the dragon to bring his son back to life. The dragon agreed but they had to live in different places. After few moments, Manik Angkeran lived again.

Then Sidi Mantra used a stick to make a big line between them on the ground. From the line, water flowed. Soon it became a river. Finally it became a strait. It separated Java and Bali. People then named the strait as Bali Strait.

Adapted from <http://indonesianfolklore.blogspot.com/search/label/Bali>

Words	Indonesian equivalents
behaviour [bl'helvj«] kb	...
bell [bel] kb	...
gamble [ˈgQmbɪ] kki	...
habit [ˈhQblt] kb	...
instead [lnˈsted] kk	...
jewellery [ˈdZu«lri] kb	...
mighty [ˈmalti] ks	...
power [paUw«] kb	...
prayer [pre«] kb	...
straits [strelts] kb	...

Questions

1. The story tells us about
 - a. the death of Manik Angkeran
 - b. the story of the holy dragon in Agung Mountain
 - c. the story of Sidi Mantra
 - d. the beginning of Bali Strait
2. How was Manik Angkeran's attitude?
 - a. He was a clever boy.
 - b. He was a diligent boy.
 - c. He was a spoilt boy.
 - d. He worked hard to make money.
3. What was Manik Angkeran's bad habit which made his parents poor?
 - a. gambling.
 - b. robbing.
 - c. drinking alcohol.
 - d. partying.
4. Where did Sidi Mantra get the jewellery?
 - a. Tanah Lot Beach.
 - b. Agung mountain.
 - c. The Holy Temple.
 - d. Bali Strait.
5. How did Sidi Mantra get the jewellery?
 - a. By praying to God.
 - b. By digging the secret treasure in Agung Mountain.
 - c. By killing the mighty dragon.
 - d. By praying to the dragon and ring the bell.
6. What did Manik Angkeran do when he knew how his father got the jewellery?
 - a. He stopped gambling.
 - b. He asked more and more money from his father.
 - c. He stole the bell and went to the Agung Mountain.
 - d. He killed the dragon and took all the jewelleries.
7. What made Manik Angkeran killed?
 - a. He owed too much money from the croupier.
 - b. He was killed by his own father when trying to get the bell.
 - c. He was killed during his journey to Agung Mountain.
 - d. He was killed during the battle with the mighty dragon.

8. What made Sidi Mantra feel very sad?
 - a. He found his son dead.
 - b. He could not get the jewelleries for his son.
 - c. He could not defeat the mighty dragon.
 - d. He saw his son begging for jewelleries.

9. What did the dragon want Sidi Mantra to do if Manik Angkeran lived again?
 - a. He had to give the dragon some jewellery.
 - b. He had to live in a different place from his son.
 - c. He had to leave Manik Angkeran.
 - d. He had to kill him by his own hand.

10. How did Sidi Mantra separate himself from Manik Angkeran?
 - a. By driving Manik Angkeran out of their house.
 - b. By giving Manik Angkeran to the dragon as a servant.
 - c. By drawing a line between them which change into a strait.
 - d. By killing himself and let Manik Angkeran free to choose his life.



Task 16

In pairs, study the following rule.

Read the story of Manik Angkeran once again and then study the forms of verbs used in the story.

Let's take some sentences from the story.

Subject	Predicate	Object/Complement
He	was	very famous for his ...
He	kept on	begging ...
The dragon	knew	his plan
Sidi Mantra	used	a stick to...
Subject	Past Verb	Object / Complement

In the table above, you find that to talk about actions or situations in the past you can use the following pattern: Subject + Past Verb + Object/Complement



Task 17

In pairs, read the story of The Unhappy Cendrawasih and then complete the following chart. Underline words that indicate the past tense.

Characters: _____ _____ _____	→	What happened: _____ _____ _____
Moral value of the story: _____ _____ _____	←	How the story ended: _____ _____ _____

The Unhappy Cendrawasih Folklore from Papua

Mr and Mrs Brown Bird lived in a jungle in Papua. Mr Brown always complained about his feathers. He thought they were ugly. He was jealous with his friend, Mr Green Bird. "I want to have beautiful feathers like Mr Green Bird. His feathers are not brown like mine. They are very beautiful," said Mr Brown Bird to his wife.

"Honey, you have to be grateful with your feathers. With feathers like this, humans are not interested in us. So they will not hunt us," said Mrs Brown Bird. Mr Brown Bird then went to the God of Jungle. "I want to have beautiful feathers like Mr Green Bird's feathers," said Mr Brown Bird. "Don't worry. I can make your wish comes true. Just choose one color." "Hmm I don't know. How about red? Yellow? Green? I'm confused." The God of Jungle was upset. "Choose now!" Mr Brown Bird then looks up to the sky. He had an idea. "Aha! I know which color to choose. I don't want one color of my feathers. I want many colors. I want my feathers to be colorful like the rainbow in the sky." Not longer after that, Mr Brown Bird's feathers were colorful.

When he went home, his wife did not recognize him. "Honey, it's me. I'm your husband." "No, my husband is not like you! His feathers are brown!" said Mrs brown Bird. Mr Brown Bird tried very hard to convince his wife realized that he was really her husband. "You are very stupid, my husband. Wit color like these, humans will hunt you. What if thy also take our children? Now, please go away! Our lives are in danger if you are still here," said Mrs Brown Bird. She is crying. Mr Brown Bird was very sad. He thought he just made a very big mistake. He then left his house. His name then changed into Cendrawasih. It meant a bird of paradise.

Adapted from <http://indonesianfolklore.blogspot.com/search/label/Papua>



Task 18

In pairs, rearrange the following jumbled paragraphs into a good story and then summarize it. You may refer to the points to make your summary more organized.

The Crying Stone a Folktale from West Kalimantan

On the way to the market, everybody admired the girl's beauty. They were also curious. Behind the beautiful girl, there was an old woman with a simple dress. The girl and her mother looked very different!

"Hello, pretty lady. Who is the woman behind you?" asked them. "She is my servant," answered the girl.

The mother was very sad, but she did not say anything.

The girl and the mother met other people. Again they asked who the woman behind the beautiful girl. Again the girl answered that her mother was her servant. She always said that her mother was her servant every time they meet people.

One day, the mother asked the girl to accompany her to go to the market to buy some food. At first the girl refused, but the mother persuaded her by saying they were going to buy new clothes. The girl finally agreed. But she asked her mother to walk behind her. She did not want to walk side by side with her mother. Although her mother was very sad, she agreed to walk behind her daughter.

"Mother, please forgive me!" she cried and asked her mother to forgive her. But it was too late. Her whole body finally became a big stone. People then called it the crying stone or batu menangis since there were tears falling down the stone.

In a small village, a girl lived with her mother. The girl was very beautiful. Everyday she put make-up and wore her best clothes. She did not like to help her mother work in a field. The girl was very lazy.

At last, the mother could not hold the pain anymore. She prayed to God to punish her daughter. God answered her prayer. Slowly, the girl's leg turned into stone. The process continued to the upper part of the girl's body. The girl was very panicky.

Adapted from <http://indonesianfolklore.blogspot.com/search/label/West%20Kalimantan>

Points to include:

1. The characters of the story
2. What happened to the characters
3. Why the mother wanted God to punish her daughter

4. How the story ended
5. The moral value of the story



Task 19

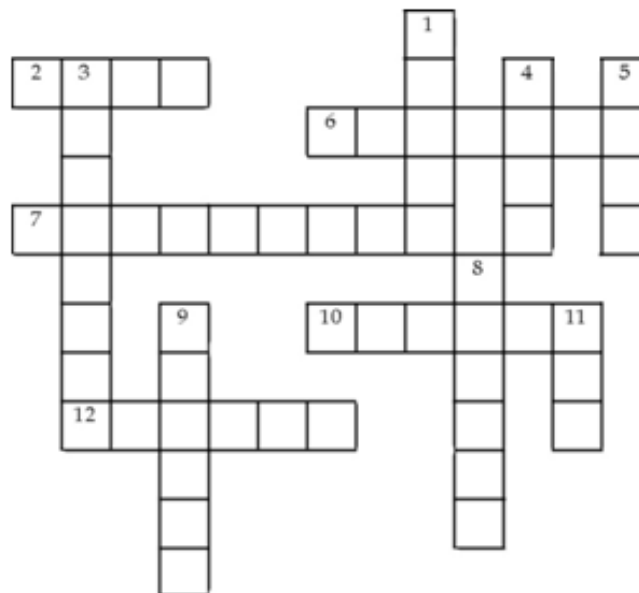
In pairs, develop the following points into a good story. It is the story of Rawa Pening from Central Java. You may search the information about the story from the library, the internet, and other sources.

1. Once, there was an orphan boy.
2. He saw a party and begged for food.
3. The villagers treated the boy poorly.
4. An old lady gave him food.
5. He suggested that the old lady should take her mortar if there was a flood.
6. The boy punished the villagers on their arrogance by the flood.



Task 20

In pairs, do the following crossword puzzle. Then, compare your answers with your classmates'.



Across

2. large area of water surrounded by land
6. swear
7. a traditional Story
10. a story from the past that may or may not be true
12. a sheet of cotton

Down

1. fine
3. little consideration for others
4. sound of long /s/
5. standing diagonally
8. vampire
9. jungle
11. men's best friend



C. Homework



Task 21

In pairs, find two legends from the internet or library and then summarize them. The following questions may help you make your summaries more organized.

1. Who are the characters in the story?
2. What happened to the characters?
3. What problems did the characters have to face?
4. How did the characters solve the problems?
5. How did the story end?
6. What moral value do you learn from the story?



Task 22

In pairs, read the following story and write the main points of the story. Report the points to the class.

Mentiko Betuah Folklore from Nanggroe Aceh Darussalam

A long time ago, there was a kingdom in Semeulue, Nanggroe Aceh Darussalam. The king and the queen had a son, the prince. They loved the prince very much. They always gave him anything he wanted and that made him grow as a spoiled young man. The king realized his mistake. He wanted to give the prince a lesson. He asked the prince to leave the palace and become a merchant.

"I will give you some money. Use the money only for trading. Don't come back until you are rich!" asked the king.

The prince was sad. He knew his father was angry with him because he was a spoiled boy. He then promised himself that he could become a great merchant. After he left the palace, he went to a village. While he was walking, he saw some kids were trying to shoot a bird using their slingshots.

"Stop! Don't hurt the bird! I'll give you some money if you stop hurting him," said the prince. After that, he gave some money to those kids.

Later, he saw some men were torturing a snake. Again, the prince asked them to stop hurting the snake. He also gave them some money. He kept on giving some money to people who tortured animals. Finally he did not have any money at all. He was so worried. He knew he could not become a merchant without any money in his pocket. He was also scared of going home. His father would be very angry at him. Next, the prince went to the forest. He did not know anywhere to go. While he was sitting under a big tree, a giant snake came to him. He was so frightened.

"Don't worry, young man. I will not eat you. I am the king of snakes in this jungle. I heard you helped many animals from being tortured. Now, I want to give you a gift. This is Mentiko Betuah. This magical stone can give you anything you want."

The prince was happy. He asked the Mentiko Betuah to give him a lot of money. Amazingly, the prince later had a lot of money. So he went home and told his father that the money was from his business as a merchant.

The prince kept the Mentiko Betuah carefully. He went to a goldsmith and asked him to make the magical stone as a ring. Unfortunately, the goldsmith stole the Mentiko Betuah. The prince was angry. Luckily he had made friends to the animals. Then they all helped him find the Mentiko Betuah.

A cat, a dog, and a mouse went together to find the magical stone. They finally found the goldsmith. However they could not enter his house, only the mouse could. After waiting for a moment, the mouse came out of the house. He said he could not find the magical stone. After that they all went back to the palace. The cat and the dog did not know that the mouse actually had found the magical stone. He was hiding it in his mouth. He then gave the Mentiko Betuah to the prince. He was so happy and said that the mouse was the hero.

The cat and the dog were jealous and angry. They tried to kill the mouse. That's why until now cats and dogs always try to catch mice.

Adapted from <http://indonesianfolklore.blogspot.com/search/label/Nanggroe%20Aceh%20Darussalam>

1. The characters

2. The events in the story

3. The ending of the story

4. The moral value of the story



Task 23 In pairs, have dialogues based on the following situations.

1. Your father has good news about your holiday.
2. You know that one of your classmates has recovered from his wound.
3. Your classmate gets a reward for his excellent composition. You respond by saying that he deserves it.
4. Your teacher tells you that you will represent your school in a national story-telling competition. Your teacher thinks you deserve it as you are good.
5. You want to tell your classmate that you will have a vacation to Egypt. Your classmate responds by saying that it is nice and congratulates you.



D. Evaluation



Task 24 In pairs, perform a dialogue based on the following situation. Act it out with your classmate.

Your group has an assignment to write the legend of Malin Kundang. You and your group look for the materials. You accidentally find some sources. You tell your classmates about the interesting news.



Task 25 Read the story of Sangi Hunter below and then answer the questions.

Sangi the Hunter Folklore from Central Kalimantan

A long time ago in Central Kalimantan, a great hunter named Sangi lived. Every time he went to the jungle to go hunting, he brought a lot of animals home. Sangi lived with his family on a riverside.

As always, Sangi went to the jungle. He saw some footprints of a wild hog. He slowly followed the footprints. The footprints ended in a big tree. Sangi thought the hog was behind the tree. Slowly he walked around the tree then he was really amazed. He saw a big dragon was trying to swallow a wild hog. The hog was so big that the dragon could not swallow it easily.

After several times trying to swallow, finally the dragon gave up. Suddenly, the dragon looked at Sangi. He was really shocked! He wanted to run very fast. He thought the dragon would eat him alive.

Though Sangi had tried to run, his feet could not move at all. The dragon slowly came to him. Then they were face to face. When the dragon was exactly in front of him, it turned into smoke. When the smoke was gone, there was a handsome man. He said, "Eat that wild hog. This is your punishment for seeing me try to eat." "I can't. I am a human. I cannot eat a wild hog that big," said Sangi. "Yes, you can. If you are a dragon, you can eat that hog," said the man.

Then Sangi changed into a dragon. After that, he ate the hog. Later, he changed back as a human. "What happened to me? Why could I change as a dragon?" said Sangi. "It also happened to me years ago. I did what you did. I saw a dragon ate then the dragon made me a dragon. It is great to be like us. We are half dragon and half human. You can change to be a dragon or human anytime you like. Besides that, you can be forever young. I'm more than 100 years old but I still look young right?" said the man.

He continued, "There is one condition that you have to do. Don't tell anyone that you are a half dragon and half human. If you did, you could be a dragon forever and unable to change back as human," said the man. After that, he disappeared. Since then, Sangi had two lives, one as a dragon and one as a human. He also looked young although he was really old. People always asked the secret, but he never told them why he could look young forever.

On his 150th birthday, people could not stand it anymore. More and more people asked him. Sangi gave up. He told them that he was actually half dragon and half human. People were laughing at him. They did not believe that. "I am a dragon!" screamed Sangi. He was upset because they did not believe him. Right after Sangi finished saying that, his body was shaking. Slowly he changed as a dragon. People were scared. They were running away.

Sangi was really sad. He regretted for telling them his secret. He knew he could not live in the village with his family anymore. He went to the river and lived there. Since then, people named the river Sangi River.

Adapted from <http://indonesianfolklore.blogspot.com>

Questions

1. What does the story tell us about?
 - a. A dragon who was killed by Sangi.
 - b. The people lived near to Sangi River.
 - c. The beginning of Sangi River.
 - d. The dragon who stayed in Sangi River.
2. What did Sangi usually do in the jungle?
 - a. Cutting trees.
 - b. Hunting hogs.
 - c. Hunting dragons.
 - d. Killing wild animals.

3. What footprint did Sangi find in the jungle?
 - a. Hogs'.
 - b. Dragons'.
 - c. Humans'.
 - d. Tigers'.
4. What did Sangi do so that he turned to be a dragon?
 - a. Killing the dragon's hog.
 - b. Noticing a dragon swallowing a hog.
 - c. Telling the secret of the dragon to the people in the village.
 - d. Hunting in the forest.
5. What was the benefit of being a dragon?
 - a. He could hunt for hogs easily.
 - b. He could swallow hogs.
 - c. He could be forever young.
 - d. He could be a famous man.
6. What happened if Sangi told someone that he was a dragon?
 - a. He would be more famous.
 - b. He would turn into a hog.
 - c. The dragon would kill him.
 - d. He would be a dragon forever.
7. What made him telling that he was a dragon?
 - a. He wanted to show off.
 - b. The dragon told him to.
 - c. People kept asking why he always looked young.
 - d. Someone had already known his secret.
8. Where did he go after he turned into a dragon forever?
 - a. To the sea.
 - b. To the river.
 - c. To the mountain.
 - d. To the forest.
9. "...then he was really amazed."
The Indonesian equivalent of the word amazed in the sentence is
 - a. takjub
 - b. takut
 - c. senang
 - d. risau
10. "He regretted for telling them his secret."
The word regret in the sentence is similar in meaning to
 - a. be happy
 - b. amaze
 - c. amuse
 - d. be sorry



E. Reflection

How much do you learn from this unit? Put a tick (•) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Telling interesting news given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to interesting news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



F. Summary

In this unit you learn:

1. How to respond to interesting news, for example:

In formal situations	In informal situations
I'm glad to hear that. I'm happy with the news. I can feel that you're happy.	Really? That's what I'm waiting for. That's great. I think she deserves it because ...

2. The Simple Past Tense

Objectives: to talk about actions or situations in the past.

Pattern: Subject + Verb 2(Past form) + Object / Complements



G. Vocabulary List

admire [ˈdʰmal«] kkt	: mengagumi
attitude [ˈQtltjuːd] kb	: sikap
curious [ˈkjU«ri«s] ks	: penasaran
debt [det] kb	: utang
footprint [ˈfUtpriːnt] kb	: jejak kaki
gambling [ˈgQmbliːn] kb	: judi
goldsmith [ˈg«Uldsmit] kb	: pengrajin emas
hog [h g] kb	: babi
lamentation [l«menˈtelS«n] kb	: kesedihan
merchant [ˈm«ntS«nt] kb	: pebisnis
mighty [ˈmalti] ks	: kuat
panicky [ˈpQnlki] ks	: panik
riverside [ˈrlv«sald] kb	: tepi sungai
servant [ˈs«v«nt] kb	: pelayan
slingshot [slɪŋS t] kb	: ketapel
spoiled [sp ɪl] kb	: manja
straits [strelts] kb	: selat
torture [ˈt ɪtS«] kkt	: menganiaya
treasure [ˈtreZ«] kb	: harta benda

Semester 2 Review

Listening section

- A. In this section, you will listen to short conversations between two people. Choose the best answer to each question. Answer the questions based on what is stated by the speaker.

1. A lady : Officer, I have some trouble here.
Policeman : Yes, Ma'am. What can I do to help?

How does the lady attract the policeman's attention?

- a. By saying excuse me.
 - b. By saying officer.
 - c. By saying that she has some trouble.
 - d. By saying that she needs some help.
2. Adi : Hi, Putri. Guess what, I will spend my holiday in Bali.
Putri : That's great.

What does Adi tell Putri?

- a. Advice.
 - b. Interesting news.
 - c. Bad news.
 - d. An order.
3. Ida : This is my lucky day. My mother finally allows me to go to the computer course.
Wayan Legawa : I'm glad to hear that.

What good news does Ida tell Wayan Legawa?

- a. Her mother allows her not to take the computer course.
 - b. Her mother allows her to take the computer course.
 - c. Wayan Legawa may join Ida taking the computer course.
 - d. Wayan Legawa may join Ida's mother taking the computer course.
4. Elizbeth : Guys, Mr Sartono has just told me that our marks for the semester exam are very good.
Classmates : Thank God.

How do Elizabeth's classmates respond to the news?

- a. They are sad.
- b. They are happy.
- c. They are sorry.
- d. They ignore the news.

5. Putri : I have to tell you this news. Our school will provide us with free internet access.

Fredy : That's great. It's good news for everyone in this school.

How does Fredy respond to the good news which is given by Putri?

- a. He feels sorry.
- b. He feels happy.
- c. He hates the news.
- d. He does not give any response.

6. Sanusi : Laili, I forgot to return your book. Sorry.

Laili : No problem.

What expression does Sanusi say?

- a. Apologizing.
- b. Offering something.
- c. Compliment.
- d. Thanking.

7. Putri : Excuse me. What time is it?

Galih : It's 7.30.

Putri : Thanks.

What does Putri say to Galih?

- a. Thanking.
- b. Offering drinks.
- c. Suggesting.
- d. Advising.

8. Fredy : Putri, my classmates and I plan to go to the movie tonight. Will you join us?

Putri : To the movie? Of course, I will. Thanks.

What does Fredy say to Putri?

- a. He asks for apology.

- b. He thanks Putri.
- c. He invites Putri.
- d. He expresses sympathy to Putri.

9. Nisa : Putra, do you have any agenda tonight?
 Fredy : No. What's up?
 Nisa : Can you come to my home this afternoon? I need some help for the Mathematics homework.
 Fredy : Yes. I'll come at around 2. See you then.

How does Fredy respond to Nisa's invitation?

- a. He accepts it.
- b. He refuses it.
- c. He ignores it.
- d. He gives no response.

10. Adi : Laili, I wonder if you can go to Rita's birthday party with me tonight.
 Laili : I'd love to, but my mother wants me to look after my little brother tonight. I'm really sorry.

What is Laili's response to Adi's invitation?

- a. She accepts it.
- b. She refuses his invitation.
- c. She wants to go with him.
- d. She has got someone to go with her.

Complete the following dialogues.

Fredy : ... (11), do you know where Tina is?

Laila : She is in the computer room.

What's up? You look happy.

Fredy : I've just read the newspaper. Her article on the development of information technology won the President Award.

Laila : ... (12)? ... (13). She's in the canteen. You'd better tell her.

Fredy : Okay, ... (14).

Laila : No problem.

11. a. Laila
 b. Good night
 c. Goodbye
 d. Nice to talk to you

12.
 - a. Really
 - b. Thanks
 - c. Amazing
 - d. Good
13.
 - a. That's bad
 - b. That's good news
 - c. That's a pity
 - d. How horrible
14.
 - a. Goodbye
 - b. Thanks
 - c. Sorry
 - d. See you then

Questions 15-24 are based on Text 1.

Text 1

Television is a system of mass communication. It involves the transmission of images and sound to distance screens. The transmission can be done through electromagnetic waves or through cable system (TV cable).

Television is an important facility of communication. In average, people in America watch television for 31 hours per week while in Britain people watch television for 25 hours per week. Television has the ability to bring people to get to know others from various nationalities. Television is also the first medium to present news and current affairs to the public internationally.

For many years, many of the most important international events have been experienced as TV events. Television also reports various international issues and political conflicts. But, some commentators have claimed that the era of television is coming to an end. It is because there are many other communication facilities are invented. In spite of these changes, TV remains probably the most important form of mass communication of the late 20th century.

Adapted from <http://www.wikipedia.org>

15. What is the most suitable title for the text?
- Information technology.
 - Communication technology.
 - Television.
 - TV cable.
16. What is the purpose of the text?
- Telling the history of television.
 - Describing the people who use television service.
 - Reporting television and its features.
 - Describing the components of television.
17. "Television is a system of mass communication."
The sentence is likely the ... of the text.
- general statement
 - orientation
 - detailed information
 - argument
18. Which statement is correct according to the report on television?
- American people watch television as much as those in Britain.
 - Britain people have more portions of watching television than Americans'.
 - American people have more portions of watching television than Britain.
 - All people in the world watch television less than 12 hours per week.
19. What is the main idea of paragraph 1?
- Television is a system of mass communication.
 - Television transmits sounds and images.
 - Many people in the world use television as the source of information.
 - Television is the most important mass communication facility in 20th century.
20. How does television send information?
- It transmits and receives sound.
 - It sends text messages through the mobile phone.
 - It involves the transmission of sounds and pictures to distant monitors.
 - It manages the computer network.
21. The word "it" in paragraph 3 refers to
- television
 - television development
 - commentators
 - commentators' claim

22. The commentators' claim that the era of television has ended because
- people are interested in newspaper as the information source
 - television is so expensive
 - television provides out-of-date information
 - many new information technology facilities are invented
23. "The transmission can be done through electromagnetic waves or through cable system (TV cable)." (paragraph1)
The word wave in the sentence has a similar meaning to....
- medium
 - facility
 - device
 - signal
24. "But, some commentators have claimed that the era of television is coming to an end." (paragraph3)
The word commentator in the sentence can be replaced by....
- argument
 - opinion
 - observer
 - broadcaster

Questions 25-29 are based on Text 2.

Text 2

The Lake of Colour

Once upon a time, there was a kingdom. The kingdom had a kind and wise king named Prabu. He and all his people lived in happiness. There was only one thing that made Prabu and his people sad. Prabu did not have any children. There was no prince or princess in the kingdom.

One day, Prabu went to the jungle to pray God. Everyday he begged for a child. And after several time, the dream came true. The Queen got pregnant. All people in the kingdom felt happy so did Prabu and the King. Many of them sent presents to the palace.

The queen gave birth of a beautiful princess and Prabu and all his people got happier. Many of the people sent presents to the palace. Everyone in the kingdom loved her. So did the King and the Queen. Everything she wanted must be realized. She became a spoiled girl.

Her 17th birthday was coming and Prabu prepared a beautiful necklace as her birthday present. The party was so crowded and all people in the kingdom came and attended the party.

And then, Prabu presented the necklace to his beloved daughter and said that the beautiful necklace was presented by all people in the kingdom. Suddenly, the Princess threw the necklace and said that she did not like the necklace. She said that she did not want to accept that necklace.

All people, including Prabu and the Queen, were sad and began to cry. Then, there was a miracle. Suddenly, the Earth was crying. It made a pool of water. The palace was getting full. Soon the place became a big lake. The lake sank the entire kingdom and became Telaga Warna (Lake of Colour).

Adapted from <http://indonesianfolklore.blogspot.com/search/label/West%20Java>

25. What is the text about?
 - a. The rising of a princess.
 - b. The love of parents.
 - c. The life of a kingdom led by king Prabu.
 - d. The beginning of Telaga Warna.

26. "The lake sank the entire kingdom and became Telaga Warna (Lake of Colour)." (last paragraph)
This part of the text is the ... of the story.
 - a. orientation
 - b. complication
 - c. resolution
 - d. conclusion

27. The writer wrote the text to ... to the readers.
 - a. entertain and narrate a story
 - b. propose some opinions
 - c. express some ideas
 - d. persuade the readers

28. How were the people of the kingdom?
 - a. All people in the kingdom lived happily.
 - b. All people suffered from diseases.
 - c. All people were very poor.
 - d. There was no one having children.

29. How did the King and his people feel about the birth of the Princess?
 - a. They hated the birth.
 - b. They were unhappy.
 - c. They did not expect this.
 - d. They were happy.

30. Why did people in the kingdom send gifts to the palace?
- a. They paid tax to the kingdom.
 - b. They were forced to do so.
 - c. They were happy with the birth of their princess.
 - d. They wanted to meet Prabu.
31. How did the Princess become a spoiled girl?
- a. She always wanted to look beautiful.
 - b. The King always gave her anything she wanted.
 - c. Her mother wanted her to be the Queen.
 - d. The people of the kingdom loved her very much.
32. What did the Princess do with the necklace given by the King?
- a. She threw it out.
 - b. She accepted it.
 - c. She gave it to the people of the kingdom.
 - d. She kept it and thanked the King.
33. Where did the water come from?
- a. A very heavy rain.
 - b. Tsunami.
 - c. Tears of the people and the earth.
 - d. Flood.
34. "Suddenly, the Earth was crying."
The word suddenly in the sentence has similar meaning to
- a. expectedly
 - b. unexpectedly
 - c. predictably
 - d. naturally
35. "The lake sank the entire kingdom and became Telaga Warna (Lake of Colour)."
(last paragraph)
The word entire in the sentence is opposite in meaning to....
- a. half
 - b. full
 - c. complete
 - d. whole

BIBLIOGRAPHY

- "Avalanche." Microsoft® Student 2007 [DVD]. Redmond, WA: Microsoft corporation, 2006.
- _____. (1998). English K-6 Modules. Sydney: Board of Studies NSW.
- Agustien, Helena, et.al. (2004). Materi Pelatihan Terintegrasi Bahasa Inggris (Vol. 1). Jakarta: Depdiknas.
- Agustien, Helena, et.al. (2004). Materi Pelatihan Terintegrasi Bahasa Inggris (Vol. 2). Jakarta: Depdiknas.
- Blundell, Jon et al. 1982. Function in English. Oxford: Oxford University Press.
- Board of Studies. English K6 Modules. New South Wales.
- BSNP. 2006. Standar Isi. Jakarta.
- Bygate, M., Skehan, P. and Swain, M. (Eds.). 2001. Researching Pedagogic Tasks in Second Language Learning, Teaching and Testing. Essex: Pearson Education Limited.
- <http://science.nationalgeographic.com>
- <http://www.aaronshep.com>
- <http://www.azcentral.com/12news/recipes/articles/indonesiandarin041607-CR.html>
- <http://www.cd-kitchen.com>
- <http://www.E-how.com>
- http://www.ehow.com/how_8520_make_peppermint-candy.htm
- <http://www.enchantedlearning.com>
- <http://www.howstuffwork.com>
- <http://www.indonesianfolklore.blogspot.com>
- <http://www.inspirationalstories.com>
- <http://www.lkpstoryteller.com>
- <http://www.make-stuff.com>
- <http://www.myonlinerecipe.com>

<http://www.virgina.multiply.com>

<http://www.wikipedia.org>

JetFlash™ Manual

Landoll, America's Best Vol. I A Collection of Savory Recipes

Lite-On CD-ROM, a Manual

Madya, Suwarsih. 2000. *Learning English Pronunciation Systematically*. Yogyakarta: State University of Yogyakarta

Microsoft®Encharta® 2006. © 1993-2005 Microsoft Corporation. All Rights reserved.

Microsoft®Encharta® 2007. © 1993-2006 Microsoft Corporation. All Rights reserved.

Molinsky, Steven J and Bliss, Bill. 1986. *ExpressWays English for Communication*. New Jersey: Englewood Cliffs

Murphy, Raymond. 1985. *English Grammar In Use*. Cambridge: Cambridge University Press

Nunan, D. (1989a). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

Nunan, D. and Lockwood, J. (1992a). *The Australian English Course: Task-based English for Post-beginners (Student's Book 1)*. Cambridge: Cambridge University Press.

Nunan, D. and Lockwood, J. (1992b). *The Australian English Course: Task-based English for Post-beginners (Teacher's Book 1)*. Cambridge: Cambridge University Press.

Priyana, Joko. (2002). *Developing EFL Task-Based Language Instruction in an Indonesian Primary School Context*. Unpublished Dissertation.

Tomlinson, B. (Ed.). 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Willis, J. (1996). *A Framework for Task-Based Learning*. Essex: Longman.

PICTURE SOURCES

Unit 1

Picture 1.1 images.search.yahoo.com, Picture 1.2 www.flickr.com, Picture 1.3 www.abcnews.com, Picture 1.4 www.silvercollect.com, Picture 1.5 www.singleserveespresso.com, Picture 1.6 images.search.yahoo.com, Picture 1.7 www.swallowtailgardenseeds.com, Picture 1.8 www.katavan.com, Picture 1.9 argoul.blog.lemonde.fr, Picture 1.10 www.braile.net, Picture 1.11 www.pumpkinpatchesandmore.org, Picture 1.12 www.pumpkinpatchesandmore.org, Picture 1.13 www.pumpkinpatchesandmore.org, Picture 1.14 www.eHow.com, Picture 1.15 – 1.17 www.flickr.com, Picture 1.18 www.kidsstopinc.com, Picture 1.19 www.i34.photobucket.com

Unit 2

Picture 2.1 images.search.yahoo.com, Picture 2.2 <http://www.esafebusiness.co.uk>, Picture 2.3 images.search.yahoo.com, Picture 2.4 <http://unilinet.unila.ac.id>, Picture 2.5 writer's document, Picture 2.6 - 2.11 Manual, Nokia 2300, Picture 2.12 writer's document, Picture 2.13 www.mobilewhack.com, Picture 2.14 - 2.15 Manual, JetFlash™

Unit 3

Picture 3.1 www.blogto.com, Picture 3.2 images.search.yahoo.com, Picture 3.3 images.search.yahoo.com, Picture 3.4 writer's document, Picture 3.5 www.cs-music.com, Picture 3.6 images.search.yahoo.com, Picture 3.7 neworleans.media.indypgh.org, Picture 3.8 www.artzooks.com, Picture 3.9 images.search.yahoo.com, Picture 3.10 writer's document, Picture 3.11 www.motherandmefabrics.com, Picture 3.12 referate.mezdata.de, Picture 3.13 images.search.yahoo.com, Picture 3.14 writer's document, Picture 3.15 hometown.aol.com, Picture 3.16 – 3.22 writer's document, Picture 3.23 www.flickr.com, Picture 3.24 writer's document, Picture 3.25 www.flickr.com, Picture 3.26 – 3.30 www.flickr.com, Picture 3.31 images.search.yahoo.com, Picture 3.32 www.jo-hansen.dk, Picture 3.33 www.wideangle.ca, Picture 3.34 milehighrev.typepad.com, Picture 3.35 www.cjpintl.com

Unit 4

Picture 4.1 – 4.11 Microsoft Encarta 2007, Picture 4.12 www.flicker.com, Picture 4.13 – 4.14 Microsoft Encarta 2007, Picture 4.15 wildasia.net, Picture 4.16 Microsoft Encarta 2007, Picture 4.17 desktoprating.com, Picture 4.18 – 4.20 Microsoft Encarta 2007

Unit 5

Picture 5.1 www.bananabaymarina.com, Picture 5.2 midtownlife.typepad.com, Picture 5.3 www.exmsft.com, Picture 5.4 www.espartha.com, Picture 5.5 images.search.yahoo.com, Picture 5.6 news.nationalgeographic.com, Picture 5.7 geology.wcedu.pima.edu, Picture 5.8 midtownlife.typepad.com, Picture 5.9 www.espartha.com, Picture 5.10 www.mtholyoke.edu, Picture 5.11 www.parizkova.cz, Picture 5.12 www.joekaz.net, Picture 5.13 Microsoft Encarta 2007, Picture 5.14 Microsoft Encarta 2007

Unit 6

Picture 6.1 <http://f3c.yahoofs.com> Picture 6.2 <http://unilinet.unila.ac.id> Picture 6.3 images.search.yahoo.com Picture 6.4 images.search.yahoo.com Picture 6.5 - 6.9 writer's document, Picture 6.10 www.ioinformatics.org, Picture 6.11 - 6.13 writer's document, Picture 6.14 - 6.17 images.search.yahoo.com

Unit 7

Picture 7.1 <http://www.sunkissvillas.com> Picture 7.2 <http://www.gonemovies.com> Picture 7.3 <http://www.american.edu> <http://www.wpclipart.com> Picture 7.4 - 7.9 writer's document, Picture 7.10 <http://www.tuatahiaxes.com> Picture 7.11 <http://www.archives.gov>

Unit 8

Picture 8.1 <http://farm1.static.flickr.com/> Picture 8.2 <http://www.b2bcfo.com> Picture 8.3 <http://www.lsbu.ac.uk> Picture 8.4 <http://www.sreejith.net>

Unit 9

Picture 9.1- 9.8 Writer's documents.

Appendix 1: Listening Scripts

UNIT 1

Task 2

- Laila : What are you doing Ketut?
- Ketut Tantri : I'm going to make some ice cream.
- Laila : You know how to make ice cream?
- Ketut Tantri : Yes, of course.
- Laila : Really?
- Ketut Tantri : Absolutely.
- Laila : Will you show me how?
- Ketut Tantri : Of course. I'll show right now.
- Laila : Great.
- Ketut Tantri : First, you need to prepare the ingredients. You'll need a cup of milk, $\frac{1}{2}$ cup of sugar, a cup of whip cream, $\frac{1}{2}$ teaspoon of vanilla extract, and $\frac{1}{2}$ teaspoon of salt. Then, you need some equipment. They are a small and a big can, $\frac{1}{2}$ -1 cup of rock salt, 3-4 cups of ice cube, cloth or towel, and some tape.
- Laila : OK, then what do we have to do?
- Ketut Tantri : First, we have to mix all of the ingredients. Then, pour the ingredients mixture into the small can. After that, close the lid and seal it with a tape. Then, put the small can into the large can. Next, put the ice into the large can (around the small can). After that, add the rock salt into the ice. And then, close and seal the large can. Then, wrap the large can with a cloth or towel and shake and roll the can for 15 minutes. That's it.
- Laila : Are you sure? That's easy!
- Ketut Tantri : Yes, that's it. It's very easy.

Task 8

To make a pitcher of lemonade you will need 6 lemons, 1 cup Sugar, 8 cups iced water, and 1 cup of boiling water. Now, to make it first, you have to squeeze the juice from the lemons into a bowl. Then, set lemon rinds aside; strain lemon juice into a large pitcher. After that, add the sugar and iced water. And then, you have to stir until the sugar is dissolved. Once it's done, set it aside. Next, place lemon rinds in a bowl and add the boiling water. Let it stand until water is cold. Then, discard the rinds, add water to pitcher and stir well. Refrigerate the lemonade until well chilled.

Taken from www.cdktichen.com

UNIT 2

Task 3

Fredy : Sanusi, could you show me how to turn on and off a computer?

Sanusi : Sure. To turn on a computer, first you have to turn the power supply on, then press the CPU' power on, and after that press the monitor power button on.

Fredy : That's it?

Sanusi : Yes, that's it.

Fredy : How do you turn it off?

Sanusi : To turn it off. First you have to click the start menu, then click "turn off" (on the bottom of the start menu display), after that wait until three options appear (stand by, turn off, and restart), and then click "turn off" again, and finally turn off the monitor and the power supply.

Fredy : I'm sorry, I didn't catch the third step. Can you repeat it?

Sanusi : Sure. You just wait a second until three options appear. They are "stand by, turn off, and restart". Then click "turn off".

Fredy : OK, thanks.

Sanusi : You're welcome.

Task 5

1. Laila : Sorry a plane just passed by and I couldn't hear what you've said. Could you repeat that word?

Saly : Sure. I was just asking if you could show me how to use a scanner.

2. Aji : What was that again? I missed what you have just said.

Danias : I said that you should turn the power supply on first.

3. Ayu : I'm sorry, what did you say?

Edo : I was just asking you if you know how to print a file.

4. Hereka : Be sure to turn the printer's power on.

Laila : I'm sorry I can't hear you clearly. Could you repeat that again?

Hereka : I said you should not forget to turn the printer on.

5. Mr Fredy : You always have to follow these steps every time you wanted turn off the computer.

Mrs Hayati: I'm sorry, would you mind repeating that word again, please?

Mr Fredy : I said that you should always follow these steps every time you turn off a computer.

Task 6

There are nine steps to activate a mobile phone with Multimedia Card (MMC). But, before removing the cover, always remember to switch off the power and disconnect the charger or any devices. Now, the first step is to open the phone by sliding the phone cover towards the bottom of the phone. The second step is to open the memory card holder by pulling it up gently. Insert the SIM card into the lower slot. Make sure that the beveled corner of the SIM card is facing toward the top of the phone and that the golden contact area on the card is facing downward. The third step is to insert the Multimedia Card (MMC) into the holder's slot. Make sure that the beveled corner and the golden contact area of the MMC are facing downward. The fourth step is to close the memory card holder by pressing it downward until locked. The fifth step is to align the golden contact of the battery with the corresponding corners on the phone, and push the opposite end of the battery until it snaps into the place. The sixth step is to close the phone cover by sliding it towards the top of the phone. The seventh step is to connect the power cord to the charger and the other end of the power cord from the charger to the base of the phone. The eighth step is to connect the charger to an AC wall outlet. The battery indicator bar on the display starts scrolling. When the battery is fully charged, the bar stops scrolling. The last step is to turn on the phone by pressing and holding the power button on the top of the phone.

Adapted from: Manual Book, Nokia 3230

UNIT 3

Task 3

Adi : What is this?

Asep : It's a piggy bank.

Adi : Wow, it's cool!

Asep : And it's easy to make too.

Adi : Really? How?

Asep : All you need is a plastic bottle, a cutter, and paint or fabric. You can also add beads or button if you want; if so you'll also need some glue.

Adi : What do we do then?

Asep : First, use a cutter and cut a thin rectangle on the top part of the bottle, enough to slip a coin. Then, paint or cover the bottle with fabric. If you want to paint it, you should sand the plastic bottle first. After that, decorate the bank by pasting beads or button.

Adi : You're so creative.

Asep : No, not really. I'm just trying to recycle unused stuff, like plastic bottle.

Adi : That's a wonderful thing to do.

Asep : Thanks.

Task 9

Windssocks

To make a wind sock out of a plastic bottle first you need to cut the top and the bottom off a two litre bottle, to have a perfect cylinder. Then, punch 4 holes (with a hole punch) spaced evenly on top. After that, tie a 12 inch piece of fishing line to each hole. Next, attach all four to a large swivel snap used in fishing. Sand the bottle and paint with paints any design you wish. When it's dry, punch holes every an inch around the bottom. Then, tie a 3 foot piece of ribbon in each hole. Vary your colours or make them all the same. Finally, hang up and enjoy.

Adapted from: www.make-stuff.com/recycling.plastic.bottles.html.htm, Contributed by Cathy Williams, cathy@tfs.net

UNIT 4

Task 3

- Tora : Sanusi, is there any endangered animal from the area you come from?
- Sanusi : Well, in Kalimantan there're orangutans and they're endangered.
- Tora : Oh, I see. Do you know why they're endangered?
- Sanusi : Well, I was told that the orangutan is endangered because of habitat destruction and they are shot, caught, and sold to circus, and other attraction shows.
- Tora : Really? That's very sad.
- Sanusi : Yes I know. What about in Banten? Is there any endangered animal there?
- Tora : Yes there is. In Ujung Kulon there's also an endangered animal. We have Javanese rhinoceros or what we usually called one-horn rhinoceros.
- Sanusi : Mm...
- Tora : They're endangered because of habitat loss and hunting. Now, there are only about 60 of them left in the world.
- Sanusi : Are you serious?
- Tora : Yes. You can find them in Ujung Kulon and in Vietnam national park.
- Sanusi : I hope their number can increase soon.
- Tora : Yes. I hope so too.

Task 7

Orangutans or *Pongo pygmaeus* belong to the Primate order. The orangutan spends most of its time in trees. Each evening it builds a new treetop nest. They are endangered because of habitat lost and poachers keep on killing, owning, and exporting orangutans.

They only live on the island of Borneo and in the northern corner of the island of Sumatra.

Orangutans are characterized by rough, long, reddish-brown fur. Male orangutans are about 95 cm (37 in) in length and about 77 kg (170 lb) in weight. Females are smaller, reaching about 78 cm (31 in) in height and weighing only about 37 kg (81 lb). The male has puffy cheeks and a hanging throat-pouch. This pouch contains air sacks that help produce a groaning, bubbling call, which can be heard at least 1 km (0.6 mi) away.

Half of the orangutan's diet consists of fruit, but they also eat young leaves, soft inner bark, termites, eggs, and occasionally monkeys.

When a female is ready to mate, she will seek out an adult male. Orangutans are mammals; females give birth to a single infant about once every four to eight years. The gestational period for orangutans is just under nine months, nearly the same as in human beings. Infants stay very close to their mothers for the first three years until they don't consume their mother's milk.

Adapted from: Microsoft ® Encarta © 2006. © 1993-2005 Microsoft Corporation. All rights reserved.

UNIT 5

Task 2

Ramon: Did you hear that?

Bayu : What?

Ramon: Another landslide occurred.

Bayu : Do you think we can stop landslide?

Ramon: I doubt it. We can prevent landslide, but I don't think we can stop it.

Bayu : Well, I think you're right. What can we do to prevent landslide?

Ramon: I think we should start planting trees and stop cutting them down for a start.

Bayu : I don't think we can really stop careless people cutting trees down.

Ramon: Well, I think it's possible to do that, as long as everyone takes part in it.

Bayu : Yes, but do you really think that the government can make people listen to them and do what they tell them to do?

Ramon: Yes, I'm pretty optimistic about it.

Task 6

LANDSLIDE

A landslide is a geological phenomenon which includes different types of ground movement, such as rock falls, deep failure of slopes and shallow debris flows. We usually also say that landslide is when a large amount of soil and rocks falls down the side of a hill, cliff, or mountain.

Landslide can occur naturally or because of human's action. Natural causes of landslide includes erosion by river, heavy rains or snowmelt, glacier melting, ocean waves which create over steepened slopes, earthquakes, volcanic eruptions, thunder and lightning, and ground water pressure. Human cause of landslide includes vibrations from machinery, traffic and road construction, blasting, mining, and logging.

Taken from: en.wikipedia.org/wiki/Landslide

UNIT 6

Task 3

- A lady : Excuse me, officer. I lost my mobile phone.
Policeman : Can you describe it clearly?
A lady : It's a black Nokia. And. Mm... I think I dropped it around this block about 10 minutes ago.
Policeman : Right, Ma'am. You can fill in this form and we'll inform you if we find it.
A Lady : Alright.
Adi : Sir.
Policeman : Yes. What can I do for you?
Adi : I've found this mobile phone, Sir.
Policeman : Well. Let's see. Is this your mobile phone, Ma'am?
A lady : Yes, I'm very certain that this is mine. Thanks, kid.
Adi : You're welcome.

Task 5

1. Adi: Excuse me, could you help me move this table?
Fredy: Yes, of course.
2. Adi : Fredy! Don't touch that button!
Fredy: Oh, okay.
3. Fredy: Look! I think I've found your CD.
Laila: Oh, yes it's mine. Thank you very much.
Fredy: Anytime.

Task 6

The internet is a medium of communication. It connects computers through network connections. We can communicate with people around the world using the internet. We can get a lot of information from the internet and we can also send e-mail to others. Nowadays, video streaming can be done through the internet. The internet can help people to communicate with others, whether it is text, audio, video, or video-audio.

Adapted from www.wikipedia.org

UNIT 7

Task 3

- Asep : Hi, Elizabeth. Looking for stories too?
- Elizabeth : Oh, hi. Yes, but I haven't found one.
- Asep : Do you know who the first turn is?
- Elizabeth : No. It's you?
- Asep : No. It's Adi. It will be interesting because Mrs Hayati believes that Adi will give us some tips on how to tell a story.
- Elizabeth : Well, that will be good. I always like the way Adi speaks in English. He's just good and fluent.
- Asep : Do you know how Adi improves his English?
- Elizabeth : No. But I heard that he takes some English courses. May be that's the way he gets his English better.
- Asep : Not only English courses, he told me that reading English short stories improves his English much.
- Elizabeth : Really? It means that we can also improve our English through reading stories?
- Asep : That's completely possible.

Task 5

1. Adi : Mom, I've got interesting news for you. In my English story telling class, I've got the first turn and everything's going so well and I got A for my story.
- Mother : Congratulations. You deserve it. You have done tight works for it.
2. Elizabeth : Adi, it's awesome. You'll represent our school in the national story telling contest.
- Adi : You're kidding me? I haven't even known it.
- Elizabeth : I saw the announcement this morning. Just check it in the announcement board.
- Adi : Okay. Thanks for the news. I'll confirm it with Mrs Hayati.

3. Adi : Mrs Hayati, is it true that I'm going to the national story telling contest?
- Mrs Hayati : Yes, I find it remarkable that Headmaster appoints you to represent our school in the national story telling contest.
- Adi : It's my great pleasure to represent our school in the national story telling contest. I'll prepare myself ready for the contest.

Task 6

The Goat and the Shepherd

Once upon a time there was a Shepherd who wanted to bring back a stray goat to his flock. He whistled and sounded his horn, but, one of the goats paid no attention to his command. At last the Shepherd threw a stone, and broke one of its horns. In an instant, the shepherd became very terrified. He then begged the Goat not to tell his master about it. The Goat replied, "Why, you silly fellow, the horn will speak although I'm silent."

The moral value of the story is do not try to hide things which cannot be hid.

Adapted from <http://www.inspirationalstories.com/>

UNIT 8

Task 3

- Sanusi : Hi, Laila.
- Laila : Hi Sanusi. What a nice hat you have.
- Sanusi : Yes, I plan to present this as a birthday gift for Anto.
- Laila : Wow. That's nice of you.
- Sanusi : Thank you. By the way, would you like to come with me to Anto's birthday party tonight?
- Laila : That sounds very nice. May Ayu come with us?
- Sanusi : That'll be fine. The more people, the more fun we'll get.
- Laila : Yes, I agree with you.
- Sanusi : Okay. See you on Saturday then. Bye.
- Laila : Bye.

Task 5

1. Adi : Laila, where did you buy the book?

- Laila : In the book store next to the post office.
 Adi : Would you like accompany me t the book store this afternoon?
 Laila : Okay.
2. Mr Edison : Shall we go for launch?
 Mr Haman : That'll be very nice. Thank you.
3. Elizabeth : I'll be pleased if you come to my birthday party tonight.
 Sanusi : I won't say no. Thank you.
4. Father : We should be delighted if you would come to our house for the dinner.
 Your teacher: It's my great pleasure. Thank you.
5. Fredy : Guys, Let's go to the canteen. Today, it's on me.
 Asep : I won't say no.
 Wayan Legawa : That'll be very nice.

Task 13

The Frog and the Mouse

There once was a frog and a mouse who were very good friends. They did not have the same kind of house to live in. The mouse lived in a hole in the ground and the frog lived in the water. The frog could live in the water, but the mouse could not. When they wanted to visit, the frog would have to come out of the water. When their visit was finished, the frog would hop back into the water, and the mouse would run back into his hole in the ground.

One day the frog came out to visit with the mouse. Wickedness entered into his heart. He got some rope and tied his foot and the mouse's foot together. He was just playing around. But, after the frog finished visiting, he jumped right back into the water without untying the rope. He had totally forgot that his feet were still tied together to the mouse's.

The mouse could not live in water, and it died. After a while the mouse got bigger and came out to the top of the water. A hawk saw him and, with a fly down, took both the dead mouse and the live frog up into the air. The hawk alighted in a tree and ate both of them. They both met death.

Adapted from <http://www.msu.edu>

UNIT 9

Task 3

- Elizabeth : Ah, Adi. Just the person I wanted to meet.
Adi : Hi. What is it?
Elizabeth : I have got interesting news for you. Your article on the history of Yogyakarta won the national competition.
Adi : What's so interesting?
Elizabeth : It's about your article on Indonesian culture won the national competition.
Adi : Really? It's what I want to hear. Where did you get the information?
Elizabeth : I saw the information in front of the teacher's office.
Adi : I want to see it. Thanks for the information.
Elizabeth : No problem. Congratulations, Elizabeth.
Adi : Thank you.

Task 5

1. Maria : It's interesting. Mr Sartono said that we'll have a free vacation to Jogja and Magelang.
Adi : That'll be great. We can visit Prambanan and Borobudur Temples.
2. Mr Jarwo : Finally, this project succeeds.
Mr Brata : I'm glad to hear that. Thank you.
3. Putri : It's interesting. My brother has Indonesian Folklore, a book I'm looking for.
Fredy : That's great. We can finish our project on Indonesian folklores.
4. Ida : Finally I'll have a vacation to Bali.
Asep : I think you deserve it after the hard work you did.
5. Laila : Mummy, I've got A for English.
Angelina : Congratulation, honey. You deserve it for you hard study.

Task 6

The Story of Panyalahan Village A Folklore from West Java

LONG time ago in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals. One of them was a tiger.

When the couple went to work on the paddy field, the tiger looked after their baby. As usual, the couple went to the paddy field. Before they left, they asked the tiger to look after their baby. "We will go to the field now. Look after our baby, okay?" The tiger nodded. So, the couple went to the field. They worked from morning until afternoon.

When the couple arrived home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple's legs. He looked very happy. The husband became suspicious. "Why does this tiger behave strangely? He does not act as usual?" he thought. The husband looked at the tiger carefully. He was shocked. The tiger's mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby. "Why is your mouth full of blood?" he asked the tiger. "You must have done something bad to my baby! Have you killed him? Why did you do that?" he was very panicked. The husband took his knife and killed the tiger in anger.

Then they both entered the house. They were shocked. They looked at each other. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. Quickly, the wife took the baby and kissed him. The baby woke up. He opened his eyes and smiled. The couple found a very large snake under the cradle. The snake was dead and full of blood. "Oh, my wife," the husband said. "We have done a terrible thing. The tiger is not guilty! Look at the dead snake. The tiger must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? I am so sorry. Forgive me, my dear tiger. Forgive me, please?" The couple felt very guilty.

They have killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. Since then, the couple's village was called Panyalahan. The word Panyalahan derives from the word "nyalahan", which means "wrong guess".

Adapted from <http://indonesianfolklore.blogspot.com/search/label/West%20Java>

Appendix 2: Answer Key

Unit 1 Task 33	Unit 4 Task 8	Unit 4 Task 23	Unit 5 Task 31
1. C	1. A	1. D	1. C
2. D	2. C	2. D	2. A
3. B	3. C	3. B	3. C
4. A	4. C	4. D	4. D
5. C	5. D	5. C	5. D

Review 1

1. D	11. B	21. C	31. A
2. A	12. A	22. B	32. B
3. A	13. D	23. C	33. C
4. A	14. D	24. C	34. C
5. C	15. A	25. A	35. A
6. D	16. B	26. C	
7. C	17. D	27. C	
8. A	18. C	28. D	
9. A	19. B	29. C	
10. B	20. B	30. A	

Unit 6 Task 16	Unit 6 Task 25	Unit 7 Task 14	Unit 7 Task 25	Unit 8 Task 16	Unit 8 Task 25
1. C	1. B	1. B	1. D	1. B	1. D
2. A	2. C	2. D	2. A	2. C	2. B
3. B	3. A	3. A	3. A	3. A	3. C
4. D	4. D	4. C	4. D	4. A	4. D
5. B	5. B	5. B	5. C	5. D	5. A
6. A	Unit 9 Task 13	6. D	Unit 9 Task 21	6. C	
7. D		7. B		7. D	
8. C		8. B		8. A	
9. A		9. D		9. C	
10. D		10. A		10. B	
	1. D		1. C		
	2. C		2. B		
	3. A		3. A		
	4. B		4. B		
	5. D		5. C		
	6. C		6. D		
	7. D		7. C		
	8. A		8. B		
	9. B		9. A		
	10. C		10. D		

Review 2

- | | | | |
|-------|-------|-------|-------|
| 1. A | 11. A | 21. D | 31. B |
| 2. B | 12. A | 22. D | 32. A |
| 3. B | 13. B | 23. D | 33. C |
| 4. B | 14. B | 24. C | 34. B |
| 5. B | 15. C | 25. D | 35. A |
| 6. A | 16. C | 26. C | |
| 7. A | 17. A | 27. A | |
| 8. C | 18. C | 28. A | |
| 9. A | 19. A | 29. D | |
| 10. B | 20. C | 30. C | |

Appendix 3: Teacher's Scripts

UNIT 2

Task 20

Installing Avira Antivirus



UNIT 7

Task 22

The Fox, The Cock and the Dog Cunning Often Outwit Itself.

1. "Good news, good news!" he cried.
"Why, what is that?" said the Cock.
2. "It is only my master's Dog.
3. "King Lion has declared a universal peace.
4. "Why, that is good news," said the Cock; "and there I see some one coming.
5. And so saying he craned his neck forward and looked afar off.
"What is it you see?" said the Fox.
6. He is coming towards us.
7. He saw a Cock roosting high up beyond his reach.
8. No animal may hurt a bird from now on, but all shall settle together in brotherly friendship."
9. One moonlight night, there was a Fox.
10. The Fox was creeping around about a farmer's hen-cage.
11. We can share the good news."
12. What, going so soon?" he continued, as the Fox began to turn away as soon as he knew that it was the dog who was coming through.
13. "Will you not stop and congratulate the Dog on the reign of universal peace?"
14. "I would gladly do so," said the Fox, "but I fear he may not have heard of King Lion's decree."

<http://4to40.com/Fables/index.asp?id=703>

UNIT 8

Task 15

1. goats
2. could
3. village
4. hyenas
5. caught
6. eaten
7. kingdom
8. chief
9. laughed
10. ran very fast
11. very middle of the enemy's village
12. several hyenas were coming
13. I am your chief's guest
14. the chief of the hyenas

GLOSSARY

accepting invitations	: expressions said to invite someone to do something
action verbs	: verbs that describe an action
admiring something or somebody	: expressions said to look at someone or something with respect
asking for certainty	: expressions said to ask if someone is sure about something
asking for repetition	: expressions said to ask someone to say something again
attracting someone's attention	: expressions said to make someone come near
conjunction	: word which links different sections of a sentence
connective	: words that connect sentences to indicate that the sentences are still related
diphthong	: two vowel sounds which are pronounced together
expressing doubts	: expressions said to say that you are not sure about something
expressing gratitude	: expressions said to thank someone
inclusion of details	: words that are used to ask for detailed information of something
narrative text	: a story
noun	: word which can be the subject of a verb and is used to refer to a person or thing
offering something	: expressions said to say that you will give something or do something
preposition	: word with a noun or pronoun as its object to show place or time
procedural text	: a text which tells the readers the way in which something ought to be carried out
pronoun	: words to replace other nouns or noun phrases
proper noun	: proper nouns are names of specific people, places, countries, months, days, magazines, and so on
refusing invitations	: expressions said to refuse invitations
report text	: a text which is used to present information about something
responding to doubts	: expressions said to respond to doubts
responding to news given	: expressions said to respond to news given
responding to uncertainty	: expressions said to respond to uncertainty

showing attention	: expressions to show that you are listening / noticing
silent letters	: letters which are not pronounced
stress pattern	: loudness of your voice when you pronounce a word or syllable
telling interesting news	: expressions said to tell interesting news
the simple past tense	: expressions said to talk about actions or situations in the past

SUBJECT INDEX

AB

accepting invitations, 155
action verbs, 12
adjective, 143
admiring something or somebody, 43
adverb, 143
asking for certainty, 3
asking for repetition, 23
attracting someone's attention, 111

C

conjunction, 31
connective, 51
countable noun, 90

D

degree of comparison, 73
diphthong, 156
double letter vowels, 47

EFGH

expressing doubts, 82
expressing gratitude, see thanking

IJKL

inclusion of details, 33
inviting, 155

M

minimal pairs, 6

N

narrative text, 143

O

offering something, 135

PQ

preposition, 54
procedures, 14
pronoun, 94
proper noun, 164

R

refusing invitations, 158
report text, 70, 121
responding to doubts, 82
responding to news given, 177
responding to thanks, 26
responding to uncertainty, 3

S

showing attention, 63
silent letters, 178
stress pattern, 87

T

telling interesting news, 113, 133
thanking, 26
the plural sound of -s or -es, 68
the pronunciation of th, 115
the simple past tense, 186

UVWXYZ

uncountable noun, 90

Scaffolding: English for Junior High School Students Grade IX disusun dengan acuan Standar Isi mata pelajaran bahasa Inggris 2006. Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip **Pendekatan Komunikatif** untuk mengembangkan kompetensi siswa dalam keempat keterampilan berbahasa, yaitu menyimak, berbicara, membaca, dan menulis yang diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Sementara siklus lisan menekankan pengembangan keterampilan berbahasa lisan (menyimak dan berbicara), siklus tulis mengembangkan keterampilan dalam berbahasa tulis (membaca dan menulis). Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa, kedua siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi. Baik siklus lisan maupun siklus tulis tersusun atas empat macam kegiatan pembelajaran, yaitu pembuka, pajakan terhadap bahasa Inggris, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa Inggris secara terbimbing maupun bebas. Untuk pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa pekerjaan rumah dan evaluasi.



Joko Priyana, Ph.D., memperoleh gelar sarjana Pendidikan Bahasa Inggris dari IKIP Negeri Yogyakarta tahun 1989, MA dalam bidang TESOL dari Canberra University, Australia tahun 1995, dan Ph.D. dalam bidang Applied Linguistics dari Macquarie University – Sydney tahun 2003. Sejak tahun 1990 penulis adalah dosen pada program studi Pendidikan Bahasa Inggris di FBS UNY.



Riandi, saat ini sedang menyelesaikan studi S1 pada program studi Pendidikan Bahasa Inggris di Universitas Negeri Yogyakarta.



Anita P. Mumpuni, saat ini sedang menyelesaikan studi S1 pada program studi Pendidikan Bahasa Inggris di Universitas Negeri Yogyakarta.

ISBN 979-462-961-8

Buku ini telah dinilai oleh Badan Standar Nasional Pendidikan (BSNP) dan telah dinyatakan layak sebagai buku teks pelajaran berdasarkan Peraturan Menteri Pendidikan Nasional Nomor 34 Tahun 2008 tanggal 10 Juli 2008 tentang Penetapan Buku Teks yang Memenuhi Syarat Kelayakan untuk Digunakan dalam proses pembelajaran.

HET (Harga Eceran Tertinggi) Rp 17.038,